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ABSTRACT

This document contains the Report of the Committee which studied the reports by Member States on the implementation of the Convention and Recommendation against Discrimination in Education. The document analyzes the 41 reports transmitted by Member States, 27 of which are parties to the Convention up to January 15, 1972. This report is in three parts with five annexes. The first part is an introduction. Part II consists of an overall analysis of the replies received. It is, in turn, subdivided into four chapters which correspond to the four sections of the second questionnaire. The third part of this report consists of the Committee's general conclusions and contains its recommendations. Finally, Annexes A and B to the report contain the text of the Convention and Recommendation respectively. Annex C contains summaries of the replies received from various countries. Annex D contains a summary of replies to the first questionnaire from Austria, Jamaica, and Pakistan, which it has not hitherto been possible to submit to the General Conference. Annex E consists of statistical tables. [The text of Annexes A and B is in French, Spanish, and Russian, in addition to English.] (Author/JM)

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General Conference
Seventeenth session, Paris 1972

17 C

17 C/15
15 September 1972

Item 20 of the Provisional Agenda

COMMITTEE ON CONVENTIONS AND RECOMMENDATIONS IN EDUCATION

REPORTS OF MEMBER STATES ON THE IMPLEMENTATION OF THE CONVENTION AND RECOMMENDATION AGAINST DISCRIMINATION IN EDUCATION: SECOND REPORT OF THE COMMITTEE ON CONVENTIONS AND RECOMMENDATIONS IN EDUCATION

SUMMARY

This document contains the Report of the Committee which, with Professor Paulo E. de Berredo Carneiro (Brazil) as chairman studied the reports by Member States on the implementation of the Convention and Recommendation against Discrimination in Education. The document analyses the 41 reports transmitted by Member States, 27 of which are parties to the Convention, up to 15 January 1972.

Summaries of these reports appear in Annex C, which also contains summaries of 13 reports (8 of them from States party to the Convention) which were received by the Secretariat after 15 January 1972. In addition, summaries of 3 reports on the implementation of the Recommendation which were sent in by Member States after 15 January 1968 and could not be submitted to the General Conference at its fifteenth session are given in Annex D.

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Item 20 of the Provisional Agenda

COMMENTS OF THE EXECUTIVE BOARD ON THE IMPLEMENTATION OF THE CONVENTION AND RECOMMENDATION AGAINST DISCRIMINATION IN EDUCATION

The Executive Board, at its 89th session, studied the Report of the Committee on convention and recommendations in education concerning the implementation by Member States of the Convention and Recommendation against discrimination in education. The Board adopted unanimously the following comments for the benefit of the General Conference at its seventeenth session:

The Executive Board,

1. Having examined the Committee's report on the implementation of the Convention and Recommendation against Discrimination in Education, together with its Annexes and particularly Annexes C and D containing summaries of the reports submitted by Member States (17 C/15),

2. Expressing its appreciation of the work done in the course of preparing this report,

3. Recalling that the submission of periodic reports by Member States concerning the implementation of conventions and recommendations adopted by the General Conference is a constitutional obligation, and that the States Parties to the Convention against Discrimination in Education have further assumed the obligation, under the terms of Article 7 of this instrument, to submit similar reports periodically to the General Conference,

4. Being of the opinion that the conclusions of the Committee's report should inspire both the general action of the Organization and the activities of the different sectors of the Secretariat concerned,

5. Decides to transmit the report to the General Conference together with the records of the discussions to which its examination by the Board gave rise;

6. Notes that more than half the Member States did not reply to the questionnaires sent to them and that many of the replies received were incomplete;

7. Recommends that the General Conference at its seventeenth session:

   (1) invite Member States which have not yet done so to become Parties to the Convention, and

   (2) strongly urge Member States to implement the Convention or Recommendation and to make regular and complete reports on the measures taken by them to this end;

8. Endorses in general the conclusions and recommendations contained in Part III of the Committee's report (17 C/15), including the recommendations concerning the time-table contained in paragraph 208; recommends nevertheless that the use of questionnaires not be discontinued, but that the questionnaire in use be revised and simplified;

9. Is of the opinion that it would be desirable to bring the implementation of the Convention and Recommendation by Member States into closer relation with the Organization's general educational action, particularly where the planning of educational development is concerned;

10. Recommends that the problems posed by the implementation of the 1960 Convention and Recommendation be discussed at appropriate regional conferences and meetings;

11. Recommends a study of whether it would not be advisable, as provided by Article 6 of the Convention and Section VI of the Recommendation, to adopt new recommendations to clarify still further the measures to be taken against discrimination in education and to ensure equality of opportunity and treatment;

12. Expresses the hope that after undertaking the requisite studies and researches, the Secretariat will submit proposals to the Executive Board, and contingently to the General Conference, for the international regulation of carefully selected questions, so as to permit of the possible adoption of recommendations at subsequent sessions of the General Conference;

13. Affirms that the submission of periodic reports by Member States on the implementation of the Convention and Recommendation and their examination by the Organization constitutes in the Organization's view a particularly important task which needs to be systematically pursued in a regular manner by modifying the procedure and the methods as recommended by the Committee;

14. Consequently recommends that the General Conference adopt all necessary dispositions to this end at its eighteenth session.

PART I

INTRODUCTION

1. The Convention and Recommendation against Discrimination in Education were adopted by the General Conference at its eleventh session on 14 December 1960. (1)

Their purpose is not only to eliminate and to prevent all discrimination, but also to promote equality of opportunity and of treatment in education. Thus they correspond to two separate but complementary aims proclaimed in Unesco's Constitution. For the injustices to be fought and eliminated include, in addition to forms of discrimination which, resulting from legal provisions or administrative practices, involve a deliberate denial of the right of certain members of the community to education, inequalities which are often the consequence not so much of a conscious intention as of a set of social, geographical, human, economic and historical circumstances which have sometimes been called "static" forms of discrimination, the better to distinguish them from "active" and wilful forms.

2. The compass of the commitments made by the States parties to the Convention varies according to whether they are bent on eliminating discrimination or ensuring equality of opportunity. Under Article 3, these States undertake forthwith to adopt a series of measures: in particular, to abrogate or modify any statutory provisions and to discontinue any administrative practices which involve discrimination. They shall also prohibit certain preferences and differences of treatment based solely on grounds of belonging to particular groups.

On the other hand, the action to be taken in order to ensure equality of opportunity in education calls, in many countries, for multiform efforts ranging beyond the field of education, as also for major budgetary expenditure over a period of time.

The Convention therefore stipulates that the States parties thereto shall formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education.

The full text of the Convention is given in Annex A to this report.

3. The adoption by the General Conference of a Recommendation simultaneously with a Convention is a response to the desire to take account of the difficulties which certain Member States might, for various reasons and particularly because of their federal structure, experience in ratifying the Convention. Subject to the differences of wording and statutory scope inherent in the nature of these two categories of instruments, the content of the Recommendation is identical to that of the Convention. The text of this Recommendation is given in Annex B.

4. On December 1962, the General Conference, at its twelfth session, adopted a Protocol instituting a Conciliation and Good Offices Commission to be responsible for seeking the settlement of any disputes which may arise between States Parties to the Convention. This Protocol, in respect of which 20 instruments of ratification or acceptance had been deposited by 25 May 1972(2), came

(1) The Convention against Discrimination in Education came into force on 22 May 1962. By 25 May 1972 the following 58 Member States had deposited instruments of ratification or acceptance of the Convention: Albania, Algeria, Argentina, Australia, Brazil, Bulgaria, Byelorussian Soviet Socialist Republic, Central African Republic, Chile, China, Congo, Costa Rica, Cuba, Cyprus, Czechoslovakia, Dahomey, Denmark, Arab Republic of Egypt, Finland, France, Federal Republic of Germany, Guinea, Hungary, Indonesia, Iran, Israel, Italy, Kuwait, Lebanon, Liberia, Luxembourg, Madagascar, Malta, Mauritius, Mongolia, Morocco, Netherlands, New Zealand, Niger, Nigeria, Norway, Panama, Peru, Philippines, Poland, Romania, Senegal, Sierra Leone, Spain, Sweden, Tunisia, Ukrainian Soviet Socialist Republic, Union of Soviet Socialist Republics, United Kingdom of Great Britain and Northern Ireland, Venezuela, Republic of Viet-Nam, Yugoslavia. Swaziland, a non-Member State, had acceded thereto.

(2) By 25 May 1972 the following States had deposited such an instrument with the Director-General of Unesco: Argentina, Costa Rica, Cyprus, Denmark, France, Federal Republic of Germany, Israel, Italy, Madagascar, Malta, Morocco, Netherlands, Niger, Norway, Panama, Philippines, Senegal, Uganda, United Kingdom, Republic of Viet-Nam.

into force on 24 October 1968. The General Conference proceeded at its sixteenth session (October-November 1970) to elect the members of the Commission, which held its first session in February 1971.

Organization of the Campaign against discrimination

5. Immediately after the proclamation on 10 December 1948 of the Universal Declaration of Human Rights which, in its Article 2 proscribes all distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, in the exercise of the rights which it defines, one of the first concerns of the competent organs of the United Nations was to organize the campaign against discrimination. The United Nations Sub-Commission on Prevention of Discrimination and Protection of Minorities established extensive programmes of action for this purpose. These programmes included in particular the eventual drafting of international instruments intended to proscribe discrimination both in the field of so-called "civil and political" rights and in that of certain economic, social and cultural rights, such as the right to education - covered by the Convention and Recommendation adopted by Unesco in 1960 - and the right to work which was the subject of Convention No. 111(1) and of Recommendation No. 111 concerning Discrimination in respect of Employment and Occupation adopted by the International Labour Conference at its forty-second session, on 25 June 1958.

6. The General Assembly of the United Nations itself adopted a Declaration on 20 November 1963 and an International Convention(2) on 21 December 1965 on the Elimination of All Forms of Racial Discrimination.

7. Although, unlike the instruments drafted by the International Labour Organisation and by Unesco, the United Nations Declaration and Convention are confined to combating a specific form of discrimination, namely, racial discrimination, it should be noted that they encompass all the rights and freedoms set forth in the Universal Declaration of 1948. Hence the International Convention on the Elimination of all Forms of Racial Discrimination refers explicitly both to the Convention concerning Discrimination in respect of Employment and Occupation and to the Convention against Discrimination in Education, whose provisions it confirms, as it were, within the limits of the field which it covers.

The part played by the Organization in the campaign against discrimination is considerable. Its action has not been limited to education, but has extended to human rights as a whole and has assumed the most diverse forms (studies and statements on race, report on the effects of apartheid on education, science, culture and communication, curricula of associated schools, operational activities in the field, adoption and application of international instruments, etc.). The present document does not deal with all of these activities, but solely with the Organization's normative action and more particularly the Convention and Recommendation against Discrimination in Education.

Objectives of the Convention and Recommendation of 1960

8. The instruments adopted by the General Conference of Unesco in 1960 form an integral part of the general programmes and activities undertaken by the United Nations and those of its Specialized Agencies which are involved in the campaign against discrimination.

Unesco, which was invited by the competent organs of the United Nations to draft a Convention against Discrimination in Education, has undoubtedly intended to contribute to the application of Article 2 of the Universal Declaration proscribing discrimination of any kind, but it has been no less deeply concerned to ensure that the right to education, proclaimed by Article 26, should become a concrete reality.

The Convention and Recommendation well reflect this twofold concern to combat discrimination, on the one hand, and to promote the right to education, on the other. Their implementation entails

(1) The Convention Concerning Discrimination in Respect of Employment and Occupation came into force on 15 June 1968. By 25 May 1972, 77 instruments of ratification thereof had been deposited with the Director-General of the International Labour Office.

(2) The International Convention on the Elimination of all Forms of Racial Discrimination entered into force on 4 January 1969. By 25 May 1972, 52 instruments of ratification and 12 instruments of acceptance thereof had been deposited with the Secretary-General of the United Nations.

the development of Member States' educational policies as a whole in the light of these two objectives. As was noted by the General Conference in 1960, the Convention and Recommendation against Discrimination in Education consequently assume an importance and a compass exceeding those of the other international instruments previously prepared by the Organization.

9. It should be recalled that Articles 13 and 14 of the International Covenant on Economic, Social and Cultural Rights,(1) adopted on 16 December 1966 by the General Assembly of the United Nations, deal with the right to education and provide for its progressive implementation: the States which become parties thereto undertake to act to this end individually and through international assistance and co-operation to the maximum of their available resources. Under Article 2 of the Covenant, the States parties thereto undertake to guarantee that the rights enunciated therein will be exercised without discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Submission of periodic reports by Member States

10. As the General Conference reaffirmed in resolution 39.1 adopted at its fourteenth session (1966), "the taking cognizance by an international organization of the extent to which its Member States apply the conventions adopted by it and give effect to its recommendations, constitutes an essential function". It can discharge this function by studying periodically the reports that its Member States are required to submit to it for this purpose. This method should enable it to keep abreast of and to assess both the progress achieved by the various countries in implementing an international instrument and the difficulties with which they have met: the Organization will then be in a position to direct its future action more effectively. The observations which result from its examination of the reports and the dissemination of its conclusions are, moreover, a highly important means of action.

It is only right to mention, however, that this important method of action has not yet been fully adopted by all Member States. Part III shows the difficulties encountered by the Organization in this connexion during this consultation of Member States.

11. The procedure of submitting and studying periodic reports is being increasingly adopted by international organizations and, in particular, by those belonging to the United Nations system. It has already been applied regularly in accordance with appropriate constitutional or conventional provisions, in the case both of the Convention and Recommendation concerning Discrimination in respect of Employment and Occupation and of the International Convention on the Elimination of All Forms of Racial Discrimination.(2)

Both the International Covenant on Economic, Social and Cultural Rights and the International Covenant on Civil and Political Rights lay upon States which become parties to them the obligation to submit reports on the measures they have adopted to give effect to the rights recognized in these instruments.

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(1) By 25 May 1972, 12 instruments of ratification and 3 instruments of acceptance of the International Covenant on Economic, Social and Cultural Rights had been deposited. It had not yet entered into force.

(2) The Committee on the Elimination of Racial Discrimination, which was set up by this Convention, met for the first time on 19 January 1970. It has since held several meetings, during which it considered the reports submitted by the States parties to the Convention bearing on the effect given by them to this instrument, as also on the petitions, reports and other information relating to matters covered by the Convention and concerning the territories to which resolution 1514 (XV) of the United Nations General Assembly applies. It has to date submitted two reports to the General Assembly (Official Records: Twenty-Fifth Session (1970) Suppl. 27 (A. 8027) and Official Records: Twenty-Sixth Session (1971) Suppl. 18 (A. 8418)). Some of its conclusions and recommendations concern racial discrimination in education and culture. In one case, it recommended that the United Nations Special Committee on the Situation with regard to the Implementation of the Declaration on the Granting of Independence to Colonial Countries and Peoples draws Unesco's attention to the situation of foreign children in the schools of a dependent territory.

12. Under Article VIII of Unesco's Constitution, every Member State is required to report periodically to the Organization on the action it has taken upon recommendations and conventions. Further, Article 7 of the Convention requires States parties to it to give the General Conference information on the legislative and administrative provisions which they have adopted for the application of the Convention. There is a similar provision in the Recommendation. The Special Committee of Governmental Experts which drew up the Convention and Recommendation had, moreover, stressed the importance of the reporting procedure as playing a decisive rôle in the conduct of a positive and continuing policy for which the Convention provides the essential basis. At its thirteenth session, in 1964, the General Conference decided that the time had come to give effect to the requirements of Article 7 of the Convention and the parallel requirements of the Recommendation, and it invited the Executive Board to take the measures necessary to put into effect, by 1965, a procedure for the submission and examination of reports by Member States.

13. In a resolution adopted in May 1965 (70 EX/Decisions, 5.2.1), the Executive Board considered that the reports of governments should be presented at regular intervals in a standardized form so as to cover all the provisions of both the Convention and the Recommendation and enable the General Conference to make an evaluation of their worth, as well as formulate proposals for new recommendations; and that, to ensure uniformity in reports, clear, specific and simple questionnaires should be prepared which governments would be asked to reply to within a period of ten months.

Lastly, the Executive Board decided that these reports, after analysis by the Secretariat, should be examined by a 12-member special committee of the Executive Board and transmitted with the Board's comments to the General Conference.

14. Accordingly a questionnaire covering all the provisions of the Convention was sent on 25 June 1965 to the 30 Member States which, at that time, were parties to this instrument. A questionnaire covering all the provisions of the Recommendation was sent on the same date to the other Member States.

The Special Committee's First Report

15. The Special Committee established by the Executive Board examined the 31 reports which had been received from Member States as at 15 May 1966. In its own report (14 C/29 Add.), whose introductory nature the Committee stressed, it analysed these replies and formulated a variety of conclusions and suggestions. While paying tribute to the often considerable efforts made by Member States in drawing up their replies, it stated that it could make only provisional comments for two main reasons. Firstly, only 31 replies had been received in time for analysis; and secondly, in certain cases, the questions had either not all been answered or else had been answered in too vague a manner. The Committee thus felt unable to attempt any evaluation of the progress made in carrying out the provisions of the Convention and Recommendation. It was however satisfied of the value of the procedure by questionnaire as a means both of eliciting information from Member States and of bringing to the notice of the Organization aspects of the problem of discrimination which might not previously have been sufficiently taken into account.

16. The Special Committee therefore proposed inviting the States which had not yet replied to the questionnaire, or which had replied in an incomplete manner, to provide the information required, it being understood that the Committee would prepare a note giving its interpretation of certain questions and, if necessary, defining their scope and application. It might ask additional questions and request statistics to be provided. After examining the further replies, the Committee would draw up a complementary report containing its conclusions concerning all the replies received.

17. At its fourteenth session, the General Conference approved these proposals and decided by resolution 14 C/39.1 that the action taken by the Organization to evaluate the measures adopted by Member States for the implementation of the Convention and Recommendation against Discrimination in Education should be continued. In its turn, at the invitation of the General Conference, the Executive Board took all necessary steps to enable the Special Committee to fulfil the tasks defined in the conclusions of its report (14 C/29 Add.).

The Special Committee's Second Report

18. In consequence of these decisions, the Special Committee prepared a definitive report (15 C/11) in July 1968, in which the 61 reports(1) (26 of them from States parties to the Convention) received before 15 January 1968 are analysed. Ten reports(2) received after this date could not be examined by the Committee. Seven of them which arrived before the fifteenth session of the General Conference were communicated to the Conference (15 C/10 Add.). The three others, which were received from Austria, Jamaica and Pakistan, are reproduced in the form of summaries in Annex D of this document.

19. In addition to an historical introduction and an analysis of the replies received, the Special Committee's second report includes general conclusions and recommendations with regard to the Organization's future activities. In view of the closely related nature of the instruments on discrimination adopted respectively by ILO and Unesco, an ILO representative was present at the work of the Special Committee as an observer. Unesco, in its turn, was represented at the deliberations of the ILO Committee of Experts on the Application of Conventions and Recommendations on the subject of instruments relating to discrimination in employment and professional life.

20. Concerning the possible participation of non-governmental organizations in its work, the Special Committee had decided as long ago as 27 April 1967 that it did not feel able to extend an official invitation to these organizations to be present at its meetings and to examine and comment on the reports of Member States. Such organizations could submit their observations when the Committee's report was examined by the General Conference. In conformity with normal procedure and on condition that the sovereignty of Member States was respected, the Committee nevertheless declared itself ready to receive any documentation of an objective nature dealing with the general aspects of discrimination in education which international non-governmental organizations having consultative relations with Unesco and concerned essentially with education might wish to submit in connexion with the problems within the Committee's competence.

21. Having received the Special Committee's report and the comments of the Executive Board, the General Conference, by resolution 29.1 adopted at its fifteenth session, approved the recommendations contained in this report and endorsed the opinion of the Executive Board that a closer link should be established between the Organization's general action in the field of education, especially in the planning of education and development, and the implementation of the Convention and Recommendation by Member States; and that the conclusions contained in the Special Committee's report should be reflected in the Organization's action in general and the work carried out by the different sectors of the Secretariat.

22. The General Conference also considered:

"that the action taken by the Organization to evaluate the measures adopted by Member States for the implementation of the Convention and Recommendation against Discrimination in Education should be continued, and that in consequence the presentation by Member States and the

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(1) These reports were received from the following States:
(a) States parties to the Convention as at 15 January 1968:
Albania, Argentina, Australia, Bulgaria, Cuba, Czechoslovakia, Denmark, Arab Republic of Egypt, France, Guinea, Hungary, Israel, Italy, Lebanon, Madagascar, Malta, New Zealand, Netherlands, Norway, Poland, Romania, Sierra Leone, Ukrainian Soviet Socialist Republic, United Kingdom of Great Britain and Northern Ireland, Union of Soviet Socialist Republics and Yugoslavia.
(b) Other States:
Burma, Brazil, Burundi, Cambodia, Cameroon, Canada, Congo, Cyprus, El Salvador, Finland, Federal Republic of Germany, Ghana, Guatemala, Haiti, India, Iran, Ireland, Japan, Jordan, Kenya, Republic of Korea, Luxembourg, Mali, Morocco, Singapore, Spain, Sweden, Switzerland, Syrian Arab Republic, Trinidad and Tobago, Tunisia, United States of America, Uruguay, Venezuela, and the Republic of Viet-Nam.

(2) These reports came from the following States:
Austria, Belgium, Byelorussian Soviet Socialist Republic, Ceylon, Jamaica, Guyana, Nigeria, Pakistan, Saudi Arabia and Turkey.

examination by the Organization of periodic reports on the implementation of the Convention and Recommendation constitute a particularly important task for the Organization, a task which should be carried out regularly, though it might be necessary, in the light of the experience gained to introduce certain changes into the procedure and methods to be followed".

In the light of this, the General Conference called upon the Executive Board:

"to extend the term of office of its Special Committee on Discrimination and to entrust it with the preparation of proposals concerning the procedure to be followed during the next consultation with Member States, on the understanding that the General Conference, at its sixteenth session, shall receive (a) proposals to be drawn up by the Special Committee with regard to the form and content of the questionnaires to be addressed to Member States, and (b) recommendations from the Executive Board concerning the date on which the new reports of Member States should, in the light of resolution 1.161 adopted by the General Conference at its present session, reach the Organization and the composition of the body which will be responsible for the initial study of these reports".

Resolution 1.161 had stated that the General Conference would examine these reports at its seventeenth session.

Second Consultation with Member States

23. In implementation of these decisions, the Special Committee which had been established by the Executive Board and whose name was changed by the Board to "Committee on Conventions and Recommendations in Education" to take account of an extension of its terms of reference, drew up draft questionnaires(1).

Before this could be done it was necessary to decide whether the questionnaires should cover all the provisions of the Convention and Recommendation, or whether they might be confined to some of them. Noting that the next consultation of Member States formed part of the process of implementation of those instruments and of the periodical consultation with Member States about the action they had taken to give effect to them, the Committee was of the opinion that it was "logical to limit questions to certain parts of the Convention and Recommendation, on the understanding that the aspects of those instruments not covered by the said questionnaires should be studied later in greater detail". (Ref. the Report of the Committee on Conventions and Recommendations in Education 84 EX/6).

As a result the draft questionnaires were divided into four parts:
I. Discrimination, II. Equality of Opportunity and Treatment, III. Educational Activities of National Minorities, IV. Aims of Education.

24. The Executive Board transmitted the draft questionnaires to the General Conference, recommending that they should be approved. In addition, the Board proposed "that the new questionnaires be sent out to Member States as soon as they [had] been approved by the General Conference at its sixteenth session, and that Member States be asked to reply within eight months".

Concerning the membership of the body to be responsible for the preliminary study of reports by Member States, the Executive Board, endorsing the conclusions of the committee, considered that pending further study of the question in the light of the experience of the joint ILO/Unesco

(1) A preliminary draft had been drawn up by the Secretariat with the help of four consultants who met in Paris from 27 to 31 October 1969: Mr. B.G.D. Folson (Head of the Department of Political Sciences, University of Ghana), Mr. P. Juvigny (Maître des requêtes au Conseil d'Etat, France), Mr. E.J. Monoszon (Scientific Secretary to the Academy of Educational Sciences, Moscow, USSR) and Dr. Frederika M. Tandler (Deputy Associate Commissioner for International Education, Institute of International Studies, Department of Health, Education and Welfare, Office of Education, Washington, U.S.A.).

Committee on the implementation of the Recommendation concerning the Status of Teachers(1), the system currently in force should be retained for the next consultation with Member States. It also recognized the value of the use of consultants by the Secretariat and expressed the hope that the consultants assisting in preparing the summary of replies would also attend meetings of the Committee and thus be able to provide it with any information needed on specific points.

Lastly, the Executive Board thought that it would be advisable, for reasons of economy, to abstain from the publication in the form of a General Conference document of the reports of Member States, on condition, however:

"(i) that the report of the Committee on Conventions and Recommendations in Education contain an analytical summary of the reports of Member States; and

(ii) that copies of these reports in their original language and in French or English translations produced by the Secretariat should on request be made available to any delegation to the General Conference or any member of the Executive Board". (Ref. 16 C/14)

25. By resolution 38 adopted at its sixteenth session, the General Conference approved the recommendations of the Executive Board and, with one slight modification, the draft questionnaires drawn up by the Committee on Conventions and Recommendations in Education.

The questionnaire on the Convention was accordingly sent, in January 1971, to the 56 Member States parties to the Convention(2) as well as to Swaziland which, although not a Member State, had acceded to the Convention. The questionnaire on the Recommendation was sent to the other Member States at the same time. States were invited to submit their replies to the questionnaire by 25 September 1971. States which had not replied to the first questionnaire were also asked to give detailed information about those aspects of the instruments not covered by the new questionnaires; States which had so replied were invited to provide information about the progress made, obstacles encountered, etc., with regard to those aspects since their first reply.

26. In December 1971, a reminder was sent to the States from which the Secretariat had not yet received replies. They were informed that all replies received before 15 January 1972 would be studied and analysed.

27. As at 15 January 1972, 41 reports from Member States had reached the Secretariat. In addition, the United Kingdom of Great Britain and Northern Ireland had by that date communicated information concerning the application of the Convention in 12 territories for whose international relations it is responsible. (3)

Twenty-seven of the 41 reports received came from States parties to the Convention, namely: Argentina, Australia, Byelorussian SSR, Bulgaria, Cyprus, Czechoslovakia, Denmark, Arab Republic of Egypt, France, Federal Republic of Germany, Hungary, Italy, Lebanon, Malta,

(1) Unlike the Committee on Conventions and Recommendations in Education, which is composed of 12 members of the Executive Board, the joint ILO/Unesco Committee is composed of 12 members sitting in a personal capacity.

(2) These States are the following: Albania, Algeria, Argentina, Australia, Byelorussian SSR, Brazil, Bulgaria, Central African Republic, China, Congo, Costa Rica, Cuba, Cyprus, Czechoslovakia, Dahomey, Denmark, Arab Republic of Egypt, France, Federal Republic of Germany, Guinea, Hungary, Indonesia, Iran, Israel, Italy, Kuwait, Lebanon, Liberia, Luxembourg, Madagascar, Malta, Mauritius, Mongolia, Morocco, Netherlands, New Zealand, Niger, Nigeria, Norway, Panama, Peru, Philippines, Poland, Romania, Uganda, United Kingdom of Great Britain and Northern Ireland, Senegal, Sierra Leone, Spain, Sweden, Tunisia, Ukrainian SSR, Union of Soviet Socialist Republics, Venezuela, Republic of Viet-Nam and Yugoslavia.

(3) The territories in question are: Bahamas, Falkland Islands, Gilbert and Ellice Islands, Gibraltar Guernsey, Hong Kong, Jersey, Isle of Man, Seychelles, Solomon Islands, Turks and Caicos Islands, British Virgin Islands.

Netherlands(1), New Zealand, Nigeria, Norway, Panama, Poland, Romania, United Kingdom of Great Britain and Northern Ireland, Senegal, Ukrainian SSR, USSR, Venezuela and Republic of Viet-Nam.

28. The other 14 reports received concern the implementation of the Recommendation by the following Member States: Belgium, Canada, Ceylon, India, Iraq, Japan, Republic of Korea, Saudi Arabia, Switzerland, Syrian Arab Republic, Turkey, United States of America, Uruguay and Zambia.

29. As may be seen from the analysis contained in Part II of this document, the information supplied in these reports is not of equal importance. Many States did not answer all the questions. However, it should be mentioned that some of them had already provided detailed information on these points at the time of the first consultation of Member States. This information was analysed in document 15 C/11, which should therefore be referred to.

30. In addition, reports from the following Member States reached the Secretariat after 15 January 1972: Austria, Central African Republic, Dahomey, Finland, Iran, Ireland, Jordan, Morocco, Pakistan, Sierra Leone, Singapore, Sweden, United Kingdom of Great Britain and Northern Ireland (British Honduras) Yugoslavia. The Committee was unable to take these into consideration in its overall analysis of replies and in its conclusions. A summary of these replies is, however, given in Annex C of this document.

31. On the other hand, the Committee has so far as possible taken into account in this analysis the replies to the first questionnaire which it had not been able to study and take into consideration in its 1968 report (15 C/11) because they arrived after 15 January 1968.

32. As Iraq, Panama, Senegal and Zambia did not reply to the first questionnaire, the reports from these Member States are the first dealing with their implementation of the Convention or recommendation.

33. As at 25 May 1971, no communication had been received from international non-governmental organizations having consultative relations with Unesco and concerned essentially with education.

Meeting of the Committee on Conventions and Recommendations in Education

34. The Committee on Conventions and Recommendations in Education met from 23 to 25 May 1972 to study the replies received and to draw up this report.

35. The members of the Committee were as follows: H.E. Professor Dr. Abdelwahab El Borolossy (Arab Republic of Egypt), Messrs. Rupert Prohme and Charles Lahiguera, deputizing for H.E. Miss Louise Gore (United States of America), H.E. Professor Paulo E. de Berrêdo Carneiro (Brazil), Mr. Nikolai Kanaev, deputizing for H.E. Professor Serguei L. Tikhvinsky (Union of Soviet Socialist Republics), Mr. Haile Michael Misginna, deputizing for Dr. Aklilu Habte (Ethiopia), Mr. Napoléon LeBlanc (Canada), Mr. Henri Vial, deputizing for Mr. Etienne Dennery (France), H.E. Mr. Emilio Garrigues y Diaz-Cañabate, deputizing for Mr. Don Ricardo Diez Hochleitner (Spain), Dame Mary Guillan Smieton, deputizing for Mr. William A. C. Mathieson (United Kingdom) and H.E. Dr. Victor H. Roman Jara and Professor Iris Leiva Canales de Billaut, deputizing for H.E. Dr. Enrique Macaya-Lahmann (Costa Rica).

Mr. Claude Rossillion from the International Labour Standards Department of the International Labour Office, representing ILO, attended the meetings of the Committee.

36. The Committee elected H.E. Professor Paulo E. de Berrêdo Carneiro (Brazil) as Chairman.

Plan of the Committee's report

37. This report is in three parts with five annexes. Following this Introduction, which is the first part, Part II consists of an overall analysis of the replies received. It is, in turn, subdivided into four chapters which correspond to the four sections of the second questionnaire. The Committee has attempted to summarize the spirit and general substance of the information communicated

(1) The report received refers both to the Netherlands and to the Netherlands Antilles.

to it, but wishes to point out that the lack of clarity or the inadequacy of certain replies in respect of which further details have not yet been received, may have affected the precision of certain general conclusions contained in its overall analysis.

It should also be noted that the Committee's analysis and conclusions were based on the replies received, which are manifestly insufficient in number and may not always reflect the situation obtaining in the majority of the Organization's 129 Member States.

The third part of this report consists of the Committee's general conclusions and contains its recommendations.

Finally, Annexes A and B to the report contain the text of the Convention and Recommendation respectively.

Annex C contains summaries of the replies received from various countries. It is divided into two parts, the first containing the summaries of replies which the Committee was able to study since they were received before 15 January 1972, and the second containing the summaries of replies received after 15 January 1972, which the Committee has not been able to take into account in its analysis and conclusions.

Annex D contains a summary of replies to the first questionnaire from Austria, Jamaica and Pakistan, which it has not hitherto been possible to submit to the General Conference since they were received after its fifteenth session.

Lastly, Annex E consists of statistical tables. Although Member States were invited to provide statistics to illustrate their replies, only 19 States and 3 dependent territories of one State complied with this request. The Committee has therefore thought it advisable to complement the statistical information received during the second consultation by statistics already available to the Secretariat, and to present all this information in the form of specific tables.

PART II

CHAPTER I

DISCRIMINATION

38. For this chapter, the questionnaire concerning the application of the Convention contains the following questions:

1. Please indicate whether there are any legal provisions, regulations, practices or situations in your country which constitute discrimination in the field of education or which could lead to discrimination in particular with regard to:

   (a) the admission of students to educational establishments, including systems and procedures for guidance and, where relevant, selection, and the passage of students from one level or type of education to another. This question relates, inter alia, to the access of girls to education and, in case of systems or establishments which are separated for the two sexes, to the requisite condition, in terms of Article 2 (a) of the Convention(1), for ensuring that these systems or separate establishments should not be considered discriminatory in the meaning of the Convention;

   (b) differences in the treatment of nationals, unless based upon merit or need (for example: school fees, the grant of scholarships or other forms of assistance, and the grant of permits and facilities for the pursuit of studies in foreign countries).

2. If the reply is affirmative, please enumerate the legal provisions, regulations, practices and situations in question, and indicate:

   the measures of all types (legal, economic, social, administrative, etc.) already taken to eliminate discrimination and prevent it from arising;

   the measures, if possible in order of priority, which the competent authorities of your country intend to adopt in order to ensure the prevention of and to accelerate the elimination of discrimination, in conformity with the corresponding provisions of the Convention.

3. If there are obstacles which have impeded, or are in your view likely to impede the application of such measures, please specify:

   (i) the nature of these obstacles regardless of whether they result from the fundamental structures of the society, from tradition and custom, from social and economic inequalities, or from any other cause;

   (ii) to what extent the availability of economic resources affects the ability of the reporting State to comply with Article 3 of the Convention;

   (iii) for each obstacle which has been overcome the measures used to achieve these results.

39. The questionnaire concerning the application of the Recommendation contains similar questions.

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(1) The provisions are the following: "When permitted in a State, the following situations shall not be deemed to constitute discrimination, within the meaning of Article 1 of this Convention: (a) the establishment or maintenance of separate educational systems or institutions for pupils of the two sexes, if these systems or institutions offer equivalent access to education, provide a teaching staff with qualifications of the same standard as well as school premises and equipment of the same quality, and afford the opportunity to take the same or equivalent courses of study".

1.

40. The 41 Member States which sent in reports answered some or all of these questions. Most of them indicate either that there is no constitutional provision or regulation which would allow of discrimination in education (20 States, including 13 of which are parties to the Convention, and four dependent territories of one of these States), or that educational legislation is in keeping with the spirit of the Convention, or that no discrimination occurs in respect of the admission of pupils to the various educational institutions or the granting of the various forms of assistance (11 States, including five which are parties to the Convention and three dependent territories of two States). While many of these replies give no further details, others are more specific. The reports in general call for two remarks. In the first place it appears that a distinction must sometimes be made between the legislation in force and the de facto situation. Some forms of discrimination, based on race for example, may in fact subsist although they are not lawful and in spite of the efforts made to eliminate them. They may be the result of social attitudes too widely shared to be easily eradicated, or, on the contrary, of individual prejudices whose very isolation renders them immune to measures of a general character. In the second place, many reports do not distinguish clearly between discrimination proper and inequality of opportunity due to economic and social inequality.

41. Thus, much of the information provided by Member States in their replies to the questions included under "Discrimination" would seem on the whole to relate to the chapter "Equality of Opportunity and Treatment". In the preparation of this part of the report, nevertheless, it appeared necessary to present the replies as they were received. Accordingly, the pages which follow sum up the information which Member States seem, judging by the use of the term, to have been regarded by Member States as relating to the concept of discrimination.

42. Four States, including three which are parties to the Convention (Australia, India, New Zealand, Republic of Viet-Nam) mention, as they did when Member States were first consulted regarding the implementation of the Convention and Recommendation, that specific legislative provisions enable them to give preferential treatment to certain underprivileged groups in the population.

1(a)

43. To the question concerning regulations or practices with regard to admission to educational institutions were linked such problems as the procedures governing guidance or selection and the transition of pupils from one level or type of education to another. States were also asked to provide information on the access of girls to education and the conditions governing their education in cases where there are separate institutions for girls and boys.

44. With the exception of three States parties to the Convention (Netherlands, Nigeria, Norway) and four dependent territories of another State (Falkland Islands, Solomon Islands, Turks and Caicos Islands, Virgin Islands) which do not answer the question concerning the admission of pupils, all the others indicate in their reports that there is no legal discrimination in this matter. One State party to the Convention, United Kingdom (England and Wales), indicates in particular that a law enacted in 1968 prohibits discriminatory admission practices based on pupils' race, colour or ethnic or national origin. The United States of America provides detailed information on the legal measures taken since the enactment of the Civil Rights Act in 1964 to eradicate racial segregation in the educational system.

45. Other replies indicate that educational institutions are open to all and that everyone is entitled to receive education in any of them. Ten States (Argentina, Bulgaria, Czechoslovakia, Italy, Republic of Korea, Poland, Turkey, Ukrainian SSR, USSR, Republic of Viet-Nam) indicate that this right also extends to mentally- or physically-handicapped children. Only ten States, including nine which are parties to the Convention (Byelorussian SSR, Ceylon, Hungary, Italy, Netherlands (Netherlands Antilles), Panama, Senegal, Ukrainian SSR, USSR, United Kingdom (England and Wales)), specifically indicate that foreigners resident in their territory are entitled to education. One of these States (Italy) mentions, however, that foreigners must satisfy equivalence requirements in respect of the necessary certificates and degrees; another State (India) indicates that access to education is generally reserved for nationals, but that provision can be made for admitting foreigners; while Turkey mentions that only a fixed proportion of foreign children may be admitted to private schools.

46. Eight States, including six which are parties to the Convention (Byelorussian SSR, Arab Republic of Egypt, Hungary, Iraq, New Zealand, Turkey, Ukrainian SSR, USSR) accompany their affirmative reply to this question by the statement that equality of access to the various levels of education is ensured by the fact that education is free.

47. Only in a few cases do the replies mention discrimination or certain restrictions or limitations or unfavourable situations affecting the admission of pupils. The reply from the United States of America mentions that segregation, which is still practised de facto in some States, despite national efforts to implement legislation prohibiting it, leads to discriminatory situations. The reply from Lebanon indicates that direct and indirect obstacles still prevent education from being open to all in fact and not just in theory. Switzerland mentions the fact that regulations and procedures for admission can vary from one canton to another. Romania indicates that access to the various levels of education depends not only on the aptitudes of the pupil but also on the needs of the economy. Australia, the Federal Republic of Germany and the Republic of Korea mention the necessity of restricting access to certain branches of higher education by numerous clauses because there are not enough places available. Belgium considers that a form of discrimination might be seen in the fact that, in the German-speaking region, German is not used as a language of instruction at university level. Students are obliged to go to German universities, which probably gives rise to difficulties when they want to exercise a profession on the basis of a German degree. Consequently it is proposed to accelerate the establishment of equivalence between degrees, etc., so that students who have graduated abroad can exercise a profession in their country of origin. One United Kingdom dependency (Gilbert and Ellice Islands) mentions that primary schools providing Western European oriented education to United Kingdom standards accord priority for admission to the children of expatriate civil servants, while for admission to the only teacher-training school in the territory preference is given to candidates who already have some teaching experience. Another United Kingdom dependency (the Seychelles) mentions the persistence of a situation which is unfavourable to pupils who wish to go on to upper secondary education. Admission to upper secondary schools, or grammar schools, is by competitive examination in which children enrolled in the fee-paying preparatory schools annexed to two of these schools are in a better position to compete. It is added, however, that this unfair situation is now being corrected by measures aimed at the improvement of teachers' qualifications around 1973. One State, Iraq, indicates that the National Development Plan for 1970-1974 provides for the application of equal conditions for the admission of pupils to the various levels and types of education.

48. Guidance of pupils is mentioned by only six States, including four which are parties to the Convention (Bulgaria, France, Federal Republic of Germany, Poland, Switzerland, Turkey). Educational and vocational guidance services are already in operation in Bulgaria, France, Poland and Switzerland and have enabled Bulgaria to solve the problem of the selection of an occupation in the light of the openings available. In Poland, educational and pre-vocational guidance is a factor not only in helping students pass from one educational level to another, but also in the opening up of studies generally regarded as male preserves to increasing numbers of girls. In France, the creation in 1963 of new types of secondary schools (CES) has made it possible for the guidance given to first-cycle secondary school pupils to be based on their aptitudes rather than their social origins. At the same time the "loi d'orientation" on higher education adopted in 1968 made higher education accessible to workers not possessing the baccalauréat. In the Federal Republic of Germany, the educational development plans of the various Länder provide for educational and vocational guidance to be made available to all. Switzerland reports that the federal authorities intend improving educational and vocational guidance, while Turkey refers to a resolution adopted in 1970 by the National Education Board to this effect but not yet implemented.

49. Argentina mentions vocational guidance among other proposals aimed at reforming the educational system. It also mentions the desirability of encouraging adults to embark on and continue studies within the framework of manpower training plans.

50. Facilities for passing from one grade, or one level or type of education, to another, are referred to in general terms by seven States, including six which are parties to the Convention (Argentina, Bulgaria, Cyprus, Czechoslovakia, Romania, Senegal, Turkey). It should be mentioned, however, that a larger number of States provided information - often in considerable detail - on this subject when dealing with the various levels of education. Specific information will therefore be found in the sub-chapters, "primary education", "secondary education" and "higher education" of this report.

51. In one State party to the Convention (Argentina), where promotion from one grade to another at the primary level has hitherto been based on the marks obtained, but pupils have been entitled to repeat the same year an unlimited number of times, it is proposed to make promotion automatic. This practice is already established in another State (Czechoslovakia) up to the beginning of the secondary course. One State (Cyprus) mentions that the passage from one grade to another is easy owing to the uniformity of the education system, while another State (Turkey) indicates that pupils are free to pass from one level or type of education to another on the basis of their aptitudes and achievements, but also in accordance with the country's manpower requirements. Promotion to a higher grade or to another type of education is based either on the marks or certificates obtained at the lower level (Bulgaria) or on competitive examinations (Cyprus, Romania, Senegal). Turkey reports that new criteria have been established for entrance to higher education, but does not specify them. In Senegal a school-attendance certificate enables pupils to change schools.

52. With regard to equality of opportunity for girls to enter the various levels of education, no answer was given on this occasion by 12 States, including eight which are parties to the Convention (Australia, Czechoslovakia, Denmark, Lebanon, Malta, Netherlands, Nigeria, Norway, Switzerland, United States of America, Uruguay, Zambia). Twenty-two States, including 18 which are parties to the Convention, and one dependent territory of one of these States answered either that there are co-educational schools, or that education is open to all, or that all children go to school, or that there is no discrimination against women, who have the same right to education as men (Belgium, Bulgaria, Byelorussian SSR, Czechoslovakia, Arab Republic of Egypt, France, Federal Republic of Germany, Hungary, Italy, Republic of Korea, Lebanon, Netherlands, New Zealand, Panama, Poland, Saudi Arabia, Senegal, Turkey, Ukrainian SSR, USSR, United Kingdom (England and Wales, the Virgin Islands), Viet-Nam). It is interesting to note that one State (Poland) in which all educational institutions are co-educational adds that the traditional prejudices entertained by certain groups with regard to the education of girls have been practically eradicated. Another State (USSR) where teaching is co-educational at all levels, explains the existence of a limited number of separate schools as being due to historical and geographical reasons or to religious or social prejudices.

53. It appears from the information supplied in answer to this question that co-education is commoner than the separation of schools according to the sex of the pupils. The gradual disappearance of this separation is mentioned in the reports of 15 States, including nine which are parties to the Convention, and one territory which is a dependency of another State (Argentina, Belgium, Cyprus, France, Gibraltar, Italy, Iraq, Japan, Republic of Korea, New Zealand, Nigeria, Panama, Senegal, Turkey, Uruguay, USSR). It appears from the information supplied by six States, including five which are parties to the Convention (Belgium, France, Hungary, Italy, Panama, Senegal), that separation occurs mainly at secondary level or in the case of special schools for women's occupations (midwifery, kindergarten teaching, technical education for girls), whereas in the private sector there are separate schools at primary level too. The impression is gained that in most cases the separate schools provide equivalent courses, are staffed by teachers holding similar qualifications, have premises and equipment of the same standard and enable girls to take the same subjects and obtain the same certificates as the co-educational schools. One State party to the Convention (Senegal) mentions that girls' boarding schools are always better equipped than those for boys; another (Cyprus) that a domestic science course is provided for girls. Another State (Belgium), which has introduced co-education in all grades at the primary level, adds that the corresponding curricula were due to be adopted at the beginning of the 1971-1972 academic year. The Byelorussian SSR mentions that only physical training and manual work are different for girls and boys in the upper secondary schools, owing to physiological differences. To offset the shortage of qualified subject teachers and maintain equal standards, two States parties to the Convention (New Zealand, Senegal) have resorted to using the same teachers in separate schools as in other schools of the same level. One territory which is a dependency of another State (Hong Kong) mentions that literacy training courses and other activities of the Adult Education Centres are open to women in the same ways as to men.

1(b)

54. Thirty-six States, including 26 which are parties to the Convention, and seven dependent territories of other States answered the questions relating to differences in the treatment of nationals (Argentina, Australia, Bahamas, Belgium, Bulgaria, Byelorussian SSR, Ceylon, Cyprus, Czechoslovakia, Denmark, Arab Republic of Egypt, France, Federal Republic of Germany, Gibraltar, Gilbert and Ellice Islands, Hong Kong, Hungary, India, Iraq, Italy, Japan, Republic of Korea, Lebanon,

Malta, Netherlands, New Zealand, Nigeria, Norway, Panama, Poland, Romania, Senegal, Seychelles, Solomon Islands, Switzerland, Turkey, Ukrainian SSR, USSR, United Kingdom (Northern Ireland, Scotland, Guernsey, Jersey), United States of America, Venezuela, Virgin Islands and Zambia).

55. Among these replies, those of Australia and New Zealand mention the preferential treatment which some ethnic minorities receive in the form of special sums earmarked for their education. According to the information supplied by France, the French State gives assistance to children from socially less fortunate backgrounds in the form of scholarships, transport and certain educational equipment. Two other States, one of them a party to the Convention (United States of America and Lebanon), mention that de facto economic discrimination persists, since, because of the high fees which are charged, private education is still the reserve of the privileged classes. One of the two (United States of America) further specifies that any racially-motivated discrimination in school or university fees is illegal.

56. Although only a few indications were given on this subject in the reports, nine States, eight of them parties to the Convention (Byelorussian SSR, Arab Republic of Egypt, Hungary, Iraq, New Zealand, Panama, United Kingdom (Scotland), USSR and Venezuela) state that education is free in practice, or required to be so in the Constitution. In the reports of two other States this principle is subject to qualification. In one of these States (Panama), legislation allows the executive to lay down annual enrolment fees for secondary and vocational education. The other (United Kingdom (Scotland)) states that the authorities can charge fees in some schools without prejudice to adequate provision of free school places.

57. Another State which is party to the Convention (Senegal) refers to equality in fees, but adds that there is planned financial participation by the population in the cost of educational building and equipment and in the salaries of teaching staff. While one State party to the Convention (Nigeria) mentions that a circular prohibiting the charging of fees has been distributed to all heads of primary education institutions, another (Japan) says that State schools ought not to charge such fees. In cases where education is not free at all levels, some replies state that underprivileged pupils or students can be partly or wholly exempted from fees (Cyprus, Hong Kong, Malta, Seychelles and the Syrian Arab Republic).

58. In the matter of scholarships and other forms of aid granted to pupils and students, the information contained in the reports is generally more detailed, with the exception of three States, two of them parties to the Convention (Federal Republic of Germany, Italy and Uruguay), which say that there is no discrimination in the matter, or that there is no legal provision for such discrimination, or that the award of a scholarship or grant is subject to competitive examination. One State (United States of America) points out that any racially-based discrimination between its nationals with respect to scholarships or facilities for study abroad is illegal.

59. Three States, one a party to the Convention, mention that some distinction is drawn in certain cantons between pupils attending schools in another canton or abroad (Switzerland), or that the award of a grant by a private foundation may depend on the social background of pupils (France), or that a law has recently been passed with a view to avoiding any appearance of discrimination in the award of grants (Belgium). In one State party to the Convention (Italy), a law provides for the award of scholarships to foreign students, refugee students, and foreign graduates of not more than three years standing. Another State (Saudi Arabia) indicates that it grants scholarships to any student from a Muslim country who wishes to study in Saudi Arabia.

60. Two States parties to the Convention (Nigeria and Senegal) mention that their priorities in granting scholarships are based on the country's personnel requirements at the middle and upper managerial levels as established by their development plans. In Senegal, the system of priorities is made public. Two other States parties to the Convention (Norway and Poland), report either that pupils who are obliged to study away from home have precedence in the award of scholarships, or that - particularly in secondary education - preferential aid is given to pupils from working-class or rural backgrounds. Most of the other replies state in this connexion that only need and/or merit is taken into consideration.

61. In some reports it is further specified that, other things being equal, those from "underprivileged" backgrounds are given priority. Two States, one of them a party to the Convention, add that it is proposed to increase the number of grants and the amounts of such grants (USSR), or that

the existing resources available for grants are not yet adequate to remedy the inequality of opportunity from which students with rural backgrounds or in socio-economically modest circumstances are suffering (Republic of Korea). Another State party to the Convention (Netherlands) normally reserves scholarships for its own nationals, but allows for exceptions which it does not specify.

62. Other forms of aid consist of loans, family and other allowances, free textbooks, meals and clothes for poor children, in expensive canteens, boarding-school places - sometimes from primary level onwards - free lodgings for students, medical services, and free or highly subsidized transport and equipment. Some States also mention certain advantages accorded to persons pursuing their studies without interrupting their employment - e.g. paid leave for the preparation of examinations (Byelorussian SSR, Ukrainian SSR, USSR).

63. Since both scholarships and other forms of assistance may be granted at each of the three levels of education, while at the same time they may be intended for a particular phase of school or university studies, this report presents the relevant specific information in the sub-chapters relating respectively to primary, secondary and higher education and to teacher training.

64. Although when Member States were first consulted in 1968, 38 States, 18 of them parties to the Convention, replied that they made no distinction between nationals in this respect, the replies give few details about the authorizations and facilities needed for study abroad. Thirteen States, ten of them parties to the Convention, and five dependent territories of another State replied to this question (Australia, Cyprus, France, Federal Republic of Germany, Iraq, Netherlands (Netherlands Antilles), New Zealand, Poland, Senegal, United Kingdom (Falkland Islands, Gilbert and Ellice Islands, Solomon Islands, Seychelles and Virgin Islands), Uruguay, Republic of Viet-Nam and Zambia).

65. Apart from replies of a general nature sent by five States, all of them parties to the Convention, most reports indicate that facilities for advanced study abroad are granted on the basis of merit, and sometimes also on that of the student's financial situation. Of the five States referred to, two (Australia and New Zealand) report that no authorization is needed for this purpose and/or that the facilities in question are granted without discrimination; the third (Federal Republic of Germany) states that there is no discrimination to report in relation to the granting of scholarships and of permission to study abroad; and the fourth and fifth (Nigeria and Republic of Viet-Nam) report as follows: in the latter case, that students from ethnic minorities receive equal treatment with other Viet-Namese in the award of grants for foreign studies; in the former, that permission and facilities for study abroad are given to pupils or students resident in that country, whatever their nationality.

66. One State party to the Convention (Cyprus) refers to a public fund set up in 1971 for the award of scholarships to deserving and needy students to enable them to undertake higher study abroad, while Zambia reports that its Government bears all the necessary costs of higher study at home or abroad, for the whole duration of study.

67. One State party to the Convention (Poland) gives detailed information on the various criteria applied when permission is given and scholarships granted for such studies. The availability of scholarships is adjusted to the economic requirements of the country, in accordance with regulations which have recently been laid down.

68. Similarly, national requirements in terms of qualified personnel are taken into consideration by one State party to the Convention and one dependent territory of another State (Senegal, Solomon Islands). The former reports that the number of scholarships is decided on the basis of priorities defined by the development plan and that those priorities are made public. It is further specified that study abroad is not permitted in cases where the subject in question is taught within the country. On the other hand, students may go abroad for supplementary study or practical courses.

69. Only one State party to the Convention (France) states that, in addition to the student's academic ability, account should be taken of any arrangements for cultural exchanges which may exist with the host country selected. Two dependent territories of a State party to the Convention (Seychelles, Solomon Islands) grant scholarships for study abroad exclusively or preferentially to their own nationals, on the basis of merit and need.

70. One dependent territory of a State party to the Convention (Falkland Islands) mentions that between one and three scholarships are granted yearly to pupils in secondary education to enable them to pursue their studies in Uruguay or the United Kingdom; and that all parents with children

aged between 11 and 18 enrolled in secondary schools abroad are paid allowances for school or university fees.

2.

71. Of the 41 States which sent in their reports on time, some felt that the questions bearing on existing or proposed measures to eliminate or prevent any discrimination were inapplicable, that the de facto and de jure conditions were already fulfilled, so that no measures were called for, or that nothing stood in the way of the application of measures intended to eliminate discrimination. Clearly these specific questions could only be expected to elicit precise answers from States which reported the persistence of discriminatory situations in their countries.

72. Nevertheless, it must once more be recognized that it was probably not easy in all cases for States to distinguish clearly between discrimination on the one hand and inequality of opportunity on the other. Since the latter situation was recognized in a larger number of replies, it was the subject of more detailed information, even with respect to the measures envisaged by the competent authorities. Such measures will therefore be reviewed in the next chapter; see also II: Equality of opportunity and treatment in education, item 5.

73. Measures specifically designed to eliminate or prevent discrimination were mentioned by six States of which two are parties to the Convention (Belgium, France, Switzerland, Syrian Arab Republic, United Kingdom (England and Wales), United States of America). The United States of America, reports that, supplementing the 1964 Civil Rights Act, the Supreme Court has, between 1968 and 1971, defined the scope of the Act and published interpretations of it, and has ordered immediate desegregation. In addition, subsidies are now granted by the federal authorities to those educational institutions which have opted for a policy of desegregation. The reply from the United Kingdom (England and Wales) mentions the passing, in 1968, of the Race Relations Act, which outlaws any discrimination based on race, colour or ethnic or national origins. It adds that, since the passing of the Act, very few complaints have been made to the competent tribunal (the Race Relations Board). Belgium also reports a legislative measure: a law has recently been passed with a view to eliminating any appearance of discrimination in the award of scholarships. The same reply, referring to a situation which is deemed to be discriminatory - that of German-speaking students able to study only at German universities - suggests that the institution of equivalence between degrees should be speeded up, as this would give the students in question equal career opportunities in their country of origin, Belgium. In Switzerland, a federal and cantonal commission was set up in 1970, to study the problems of grants in order as far as possible to eliminate any discrimination and equalize awards in all cantons; in addition, there is a drive for educational reform, as teaching methods and examinations have been giving rise to discriminatory situations. France mentions measures designed to eliminate any social discrimination and make up for socio-cultural handicaps through the promotion of life-long education and the provision of increased funds for aid to underprivileged pupils. Syrian Arab Republic mentions an educational policy designed to increase equality of opportunity in education and eliminate the last traces of discrimination in that field. Although Italy does not use the term "discrimination", it refers to it indirectly when it reports the passing in 1969 of a specific law which put an end to the exclusion of certain holders of secondary education certificates from access to universities.

74. More generally, New Zealand mentions that all the measures that have been taken are part of a continuing policy aimed at maintaining and promoting racial harmony.

75. The other replies, although many of them mention various measures, seem to refer to the progressive attainment of the aims contained in Articles 4 and 5 of the Convention (and in the corresponding sections of the Recommendation), rather than exclusively to the provisions of Article 3, which relates solely to anti-discriminatory measures. Answers to the question concerning the elimination and prevention of discrimination in many cases went beyond the scope of the question, dealing with the whole range of aims set out in both instruments; the same applies to answers concerning the remaining obstacles to their full implementation.

76. Thus Turkey mentions that the steps to be taken to establish equality of opportunity for all have been incorporated in the Five-Year Plan. Panama's reply on this subject is indicative of the very general nature of the information given. It states that the results achieved in the promotion of equality of opportunity were naturally positive, notwithstanding certain (undefined) obstacles which did not prevent the attainment of the targets aimed at.

3.

77. It is therefore not surprising that but few replies were forthcoming - and even these were often given under a different heading of the questionnaire - concerning the obstacles which still stand in the way of the application of measures designed to eliminate discrimination or to prevent it.

78. According to the United States reply, the population of certain States has turned to private education in order to avoid implementing federal legislation forbidding segregation. Thus the number of separate private schools and the rate of enrolment in them have both considerably increased. It is estimated that in 1971, particularly in the 11 Southern States, out of a total of 700,000 pupils enrolled in private institutions, between 450,000 and 500,000 attended racially segregated primary or secondary schools. In Lebanon, the elimination of discrimination is being held up by the fact that compulsory free education is not yet universal by the lack of educational institutions and by the high cost of private schools.

79. Four States, two of them parties to the Convention (Federal Republic of Germany, Republic of Korea, Poland and Switzerland) feel that the low economic status and negative attitude of some sections of the population - factors unfavourable to the prospect of advanced education for their children - stand in the way of the achievement of equality of opportunity. Turkey states that it is the living conditions of the nomadic population, rather than any deliberate discrimination, which has had a negative effect on the schooling of their children. Poland adds that administrative difficulties make it impossible as yet to guarantee an adequate educational level in rural schools; while another State party to the Convention (Argentina) reports problems of repeating and dropping out as early as the primary level.

80. In two dependent territories of the United Kingdom (Falkland Islands and Seychelles), the systematic organization of certain types of education is impeded by the lack of qualified staff.

81. Such information as is provided with regard to the economic resources available - a factor affecting the ability of the State concerned to apply Article 3 of the Convention (or section III of the Recommendation) - comes from five States, two of them parties to the Convention (Federal Republic of Germany, Republic of Korea, Nigeria, Switzerland and Uruguay) and from one dependent territory of another State party to the Convention (Solomon Islands).

82. Nigeria specifies that the governments of the States and the federal government should assist poor communities in the general development of education and the promotion of equality of opportunity. The Federal Republic of Germany refers to a Commission set up by the federal government and by two of the Laender with a view to finding the necessary financial resources for the reform of the educational system. The Korean reply states that the Ministry of Education's 1970 budget was established with a view to implementing compulsory free education, although additional financial resources are still needed. In Switzerland, the competent authorities are planning to give financial aid to the economically weak cantons. In Uruguay although the de jure situation is considered to be fully satisfactory, the de facto situation does not yet entirely correspond to the former, because of the limitations imposed by the economic situation of a developing country and problems similar to those of other Latin American and Third World countries. In the Solomon Islands, it will be necessary to extend the road system and develop school transport - which at present is too costly - if all pupils are to be guaranteed a full-time primary education.

CHAPTER II

EQUALITY OF OPPORTUNITY AND TREATMENT

83. For this chapter, the questionnaire concerning the application of the Convention against Discrimination in Education contains the following questions:

One of the objectives of the Convention is, by methods appropriate to the circumstances and national usages, to achieve equality of educational opportunity and treatment.

Under Article 4, all States parties to the Convention have undertaken to formulate, develop and apply a national policy which will tend progressively to achieve this objective and in particular:

> 'to make primary education free and compulsory; make secondary education in its different forms generally available and accessible to all; make higher education equally accessible to all on the basis of individual capacity; assure compliance by all with the obligation to attend school prescribed by law; to ensure that the standards of education are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent; to encourage and intensify by appropriate methods the education of persons who have not received any primary education or who have not completed the entire primary education course and the continuation of their education on the basis of individual capacity; to provide training for the teaching profession without discrimination'.

The purpose of the following questions is to enable the Organization to find out to what extent the objectives thus defined have already been attained and to what extent further progress is necessary to complete their achievement.

It is also important for the Organization to know what difficulties have been encountered by States in taking action, and whether a national policy has been formulated to bring about equality of opportunity as laid down in Article 4 of the Convention; also whether such a policy has been put into effect by the introduction of appropriate provisions in national development plans.

Please provide in your replies information covering at least the last five years (1966-1970). The replies should further contain information on the whole educational system, both full and part-time (including correspondence education and evening classes)(1).

4. (i) To what extent have you succeeded in making primary education free and compulsory? (Please refer to the legal or administrative provisions governing free and compulsory primary education and state what measures are taken to ensure the application of these provisions by and for all.)

   (ii) What steps are being taken to make the various forms of secondary education (including technical and vocational training) accessible to all?

   (iii) What means are being taken to make higher education accessible to all on the basis of individual capacity?(2)

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(1) Replies should be accompanied by detailed statistical information for a number of years, so that progress made at the different levels and in the different types of education can be seen. In order to avoid duplication of effort, replies may refer to data provided in answer to the periodic statistical questionnaires sent out by Unesco, and which cover enrolments by sex at each level of education and the age-grade distribution of students. However, these available data do not include: distribution of students in schools for national minorities; social and economic origin of students, and the differential financing of public and private schools, and information on these items will therefore be useful.

(2) Indicate the forms of aid provided (and the criteria applied) to encourage and help students to continue their studies: study or maintenance grants, loans, school supplies, lodgings, food, clothing, transport, medical and other expenses.

(iv) (a) What measures are being taken to ensure that standards of education are equivalent in all public educational institutions of the same level and that conditions relating to the quality of the education provided are also equivalent? (1)

(b) If private schools exist in your country, what standards are laid down or approved by the competent authorities as regards the education provided in such schools?

(v) What measures are being taken to encourage and intensify, by appropriate methods, the education of persons who have not received or have not completed primary education and to enable them to pursue their studies according to their individual capacity? (Information regarding the measures being taken to ensure the education of persons who have not received primary education has already been furnished by many Member States in reply to a questionnaire issued in February 1969 (EDA/70/169 Annex) on the literacy campaign and need only be referred to here, if necessary.)

(vi) Please indicate the measures which ensure training for the teaching profession without discrimination.

5. What other measures are necessary to bring about the complete de facto and de jure implementation of the objectives defined above? Are such measures explicitly, or implicitly, envisaged in a national policy formulated in accordance with Article 4 of the Convention? Are they incorporated in a development plan which has already been or is being adopted by your country?

84. The questionnaire concerning the application of the Recommendation contains similar questions.

4(i)

85. Primary education

All the States that replied to this part of the questionnaire referred to primary education. Most of them declared it to be free and compulsory. Only eight countries, four of which are parties to the Convention (Iraq, Republic of Korea, Lebanon, Netherlands (Netherlands Antilles), Nigeria, Saudi Arabia, Senegal, Zambia), and four dependent territories of one State (Bahamas, Hong Kong, Seychelles, Solomon Islands) replied negatively with respect to one or the other item, or supplied only vague information. One dependent territory of a Member State (Gilbert and Ellice Islands) gave negative replies to both items. One country with a federal system of government (United States of America) declared that all the States composing it had compulsory primary education except one.

86. As regards the free provision of education, without which it is hard to see how school attendance can possibly be made compulsory, several of the reports give qualified replies, stating for example that primary education is not yet absolutely free (Republic of Korea, Solomon Islands) or is only free in certain parts of the country (Nigeria). Elsewhere the first five years are free (India) - a period which corresponds more or less to the elementary course. In one dependent territory of a Member State (Hong Kong) poor children are allowed a reduction of 20% on their school fees, and the intention is to abolish these fees altogether in 1971. On the other hand, in several countries (and one dependent territory of a Member State) where primary education is free, school textbooks are also distributed free and additional free facilities are sometimes provided, such as transportation, clothing, meals and accommodation (Cyprus, Czechoslovakia, France, Italy, Japan, Senegal, Seychelles, USSR).

87. Compulsory schooling which is specifically provided for in the constitution or legislation of the vast majority of States and implemented in most of them, is sometimes still "theoretical" (Senegal), difficult to implement (Arab Republic of Egypt, India), not yet universal (Lebanon), or not yet fully attained (Falkland Islands, Solomon Islands). In Argentina, although legal sanctions are laid down for non-compliance with this obligation, a decree of 1970 has, among other objectives, that of ensuring that it is implemented in the near future. Several countries supply additional

(1) The Committee considers that the term "equivalent standards" should be read in the light of the explanations given in Article 2 of the Convention, which refers to the conditions to which separate educational systems or institutions for pupils of the two sexes must conform. This provision states inter alia that such systems or institutions should provide a teaching staff with qualifications of the same standard as well as school premises and equipment of the same quality, and should afford the opportunity to take the same or equivalent courses of study.

information on the implementation of this obligation: in the Federal Republic of Germany it is extended to include foreign children, in Japan a pupils' aid system for public - and even private - schools exists for the purpose, in Bulgaria it is secured in part through the provision of boarding or semi-boarding schools which, in 1975, should embrace 35% of the primary school population. The Byelorussian SSR, Poland and the USSR are also endeavouring to strengthen their network of rural boarding schools and to remedy the shortage of primary school teachers. In France and Senegal, compliance with the laws on compulsory schooling is enforced through the system of family allowances, payment of which is withheld in cases of infringement.

88. The duration of compulsory schooling varies from five to ten years, according to the country. However, in the majority of countries which have supplied information on primary education it is from eight to ten years. Dependent territories give little information on this subject. In three countries (Belgium, Denmark, Norway) an extension of the duration of compulsory schooling is envisaged. The Federal Republic of Germany mentions the introduction of a tenth, optional year and, like Poland, is endeavouring to improve its system of pre-primary education - which already exists for children aged from one to seven in the Byelorussian SSR. Thus we find that compulsory schooling in the above countries extends beyond the primary level proper to include a part of the secondary school course, and the same is true in the case of Italy. The USSR draws attention to the fact that the duration of primary education, within the eight-year total of compulsory schooling, has recently been reduced from four to three years. Two countries (Byelorussian SSR and Czechoslovakia) state that, despite an increase in the number of pupils, the total number of schools has decreased within the last few years owing to the increased size of the various establishments, which has made it possible to assemble better equipment and more highly-qualified teaching staffs.

89. Countries and territories that have met with difficulties in establishing their primary education system, usually cite the following reasons to account for them: the economic situation; social factors; lack of resources; shortage of schools, qualified teachers, transportation and adequate roads; scattered population; war. Most of these countries state that they have adopted a policy aimed at equality of opportunity and launched plans of action. Six of them, which are not parties to the Convention (India, Iraq, Republic of Korea, Syrian Arab Republic, Turkey, Zambia) draw attention to the existence of policies or programmes, often in the form of Development Plans, which are sometimes already under way or about to be completed, and which aim at providing free and compulsory primary education for all.

4(ii)

90. Secondary education

All countries and the majority of the dependent territories which replied to the questionnaire supplied information on secondary education. Among them, 22 countries, 14 of which are parties to the Convention, and one dependent territory (Belgium, Bulgaria, Byelorussian SSR, Canada, Czechoslovakia, Arab Republic of Egypt, France, Federal Republic of Germany, Hungary, Italy, Japan, Norway, Poland, Saudi Arabia, Syrian Arab Republic, Turkey, United Kingdom, USSR, United States of America, Uruguay, Venezuela, Republic of Viet-Nam and Gibraltar) stated that secondary education was free. Two States, one of which is party to the Convention (Federal Republic of Germany, United States of America), stated that the whole public education system was free, while two others and one dependent territory (Japan, United Kingdom (Guernsey, Northern Ireland), Seychelles) said that only the first part (junior) of the secondary education course was free. Three States and one dependent territory (Cyprus, Panama, United Kingdom (Northern Ireland), Seychelles) said that enrolment fees could be charged. The reply referring to the situation in Northern Ireland specifically states that it is the second part (senior) of the course which is meant, and that students attending technical colleges who have passed an education test receive free instruction, whereas the dependent territory merely states that exemptions may be made. Although the reply received from Cyprus indicates elsewhere that schools of the same grade provide an education of a comparable standard, it is stated in the report that enrolment fees in schools providing a general secondary education are over twice as high as those charged for vocational or agricultural training. France states that some textbooks used in secondary schools are supplied free of charge.

91. On the whole, fewer countries supplied information on the principle and duration of compulsory secondary education: six of them, four of which are parties to the Convention (Hungary, Japan, Malta, Romania, USSR, Uruguay) stated that secondary education was compulsory, one of them

(Japan) specifying that this applied to the junior secondary course, and another (Malta) that it was compulsory for children up to the age of 14. One State and two of its dependent territories (United Kingdom, Gibraltar, Virgin Islands) also provide compulsory secondary education up to the age of 15; in the case of Guernsey, Northern Ireland and the Virgin Islands, this covers the first three years only. The reply received from the Byelorussian SSR stated that, under a decree of the Council of Ministers, the transition to compulsory secondary education was to be completed in 1970 while in Bulgaria it is expected to take place in the near future.

92. To the question whether secondary education in its various forms is accessible to all, 23 States, 15 of which are parties to the Convention, and two dependent territories (Australia, Belgium, Bulgaria, Byelorussian SSR, Canada, Ceylon, Czechoslovakia, Denmark, Arab Republic of Egypt, France, Hungary, India, Japan, Republic of Korea, Malta, Netherlands (Netherlands Antilles), New Zealand, Poland, Romania, Switzerland, Turkey, Ukrainian SSR, USSR, Gibraltar, Seychelles), replied affirmatively, sometimes giving particulars. In the case of some of these countries, secondary education is accessible to pupils who have completed primary schooling. In that of others, the factors governing access to the junior or senior secondary school courses are individual talent, aptitude, interest and ability (Denmark, Arab Republic of Egypt, France, Romania). Still others state that all pupils can have a secondary education provided there are enough vacancies (Arab Republic of Egypt, Senegal, Turkey). In some countries and dependent territories, access to junior or senior secondary education is subject to examinations or competitions (New Zealand, Poland, Senegal, Seychelles, Turks and Caicos Islands). Poland declares that, with a view to facilitating such access, especially among pupils from certain underprivileged social categories, the examinations are not based entirely upon the acquired knowledge of candidates but also upon intellectual ability. The tendency to facilitate access is also noticeable in Korea, where the competitive examination for entrance, to the junior secondary course was abolished in 1969. In the Federal Republic of Germany, the conditions for proceeding from primary school to secondary school are being improved. In some countries, certain restrictions are imposed: thus Australia states that at the end of the period of compulsory schooling there are differences between the various socio-economic sections of the population, and Canada that children from very isolated provinces are handicapped as regards school attendance, although this problem will shortly be solved. Uruguay declares that free secondary education cannot be provided for all because of the economic situation, and that the number of school textbooks distributed without charge has had to be reduced.

93. Several countries (Argentina, Byelorussian SSR, Czechoslovakia, India, Norway, Poland, Switzerland, United States of America) draw attention to the different types of secondary education, especially technical and vocational training. Czechoslovakia and Poland point out the high percentage of students (among whom there is an increasing number of girls) who, at the secondary level, enrol in training centres and vocational schools, as compared with that of those who enter general secondary schools in preparation for university. Switzerland likewise draws attention to the very considerable development of vocational and technical training, while the United States declares that technical and vocational training plays a major part in the educational system and that the legislation promulgated in regard to it proves the importance which the government attaches to its expansion. In Argentina, the relationship between general education and vocational training has not yet been fixed, but there are many specialized vocational courses which prepare pupils for various types of school-leaving certificate. In Norway, a new type of course combining general, technical and vocational aspects of secondary education is being introduced on an experimental basis. The USSR has introduced universal secondary education, comprising general and specialized instruction, evening and correspondence courses, and vocational and technical schools. Evening and correspondence courses are also available in the Byelorussian SSR and Japan; in the latter country, such courses give young workers an opportunity to take the senior secondary school course; similar opportunities are available in Czechoslovakia, where many semi-skilled workers are enrolled in the senior secondary course, and also in Argentina, where, on an experimental basis, facilities for secondary education are to be provided at places where people work.

94. The rate of progress in the generalization of secondary education varies from country to country. Several countries report that an increasingly large number of pupils want to obtain a secondary education and that enrolment figures are continuing to rise. In face of this growing demand, some countries state that there are more candidates than there are school places available, and several refer to measures such as the building of new secondary schools or the enlarging of existing ones, the establishment of boarding-schools, and the annual increase in the number of new classes (Czechoslovakia, Arab Republic of Egypt, Nigeria, Poland, Romania, Ukrainian SSR). Several countries give information on the date at which secondary education is expected to become available

to all: in Romania, this process will be completed in 1980; in the Ukrainian SSR it had not yet been completed in 1970, but will be so between 1971 and 1975. The date for completion in Poland will be between 1975 and 1980. The USSR is completing the provision of secondary education for all which began under the Five-Year Plan of 1966 to 1970. The Republic of Korea reports that, despite the annual increase in enrolments since 1966, secondary education is not yet available to all.

95. Several countries and two dependent territories, referred to various forms of aid to pupils: 15 countries, 11 of which are parties to the Convention (Argentina, Australia, Bulgaria, Byelorussian SSR, Canada, Ceylon, Federal Republic of Germany, India, Nigeria, Panama, Poland, Senegal, Uruguay, Republic of Viet-Nam), provide financial assistance, whether in the form of scholarships on the basis of needs and educational results, scholarships covering board or half board, various other forms of aid, or assistance for children belonging to national minorities. One State party to the Convention and two of its dependent territories (United Kingdom (Northern Ireland) Falkland Islands, Turks and Caicos Islands) also state that scholarships are offered to secondary school pupils, to cover either the school or boarding fees of children not living in the islands or the cost of their studies abroad.

96. Few States analyse the difficulties with which they have to contend in making secondary education available to all. They draw attention to the shortage of schools, the difficulty of recruiting qualified staff for technical and vocational training, or the opposition of certain social groups to advanced education. On the other hand, several States and dependent territories give information on their national policy and on Development Plans under way or nearly completed, or which are soon to be implemented, with the object of making secondary education available to all. Thus, under the Syrian Arab Republic's Five-Year Plan (1971-1975), 83% of students who obtained their primary school certificate in 1971 could be enrolled in the general secondary education course, while the remainder could be admitted to technical schools. Under Iraq's National Development Plan (1970-1974) compulsory education will be extended to include the junior secondary school course. Zambia states that a National Plan has already been adopted; so does Italy, under whose Five-Year Plan (1966-1970) considerable amounts are set aside for providing students with school supplies free of charge. In France, the Sixth Plan specifically states that the intention is to provide equal opportunities for all, and the Collèges d'enseignement secondaire are to be open to all. Romania states that its national educational policy aims at the development of both general and specialized secondary education. Senegal mentions that three Four-Year Plans have been voted and that various reforms have been undertaken since 1968 providing for the extension of compulsory schooling up to the age of nine. In the Federal Republic of Germany, Development Plans in all the Länder provide for equality of opportunity, and experiments are in progress with a view to establishing an "all-day" school system. In 1969, the Constitution was amended so as to enable the government to co-operate with the Länder in planning the development of schools of this type. The upper primary course is to become a secondary course, arrangements for the transition from one level to the other are to be improved, and workers will have an opportunity to obtain the secondary school-leaving certificate. In Poland, the tasks facing education are set out in the Five-Year Plans and the yearly National Economic Plans. In 1968, secondary boarding-schools preparing for higher education were established for the children of rural or city workers. Structural reforms of education enable people who have spent some years in employment to resume their studies. The USSR refers to the Five-Year Plan (1966-1970) which includes a number of programmes and plans for general secondary education, and also to structural changes in secondary education and the reform of the content of courses. Nigeria mentions a Four-Year Development Plan for secondary education (1970-1974), and Cyprus a Third Development Plan (1972-1976), which provides for free education up to the age of 15. In the Republic of Viet-Nam, a twelve-year educational programme was due to be begun at the beginning of the school year in 1970, and evening classes were to be started in eight secondary schools. Panama mentions various proposed stages in the implementation of plans, without giving particulars. In the Byelorussian SSR, the Charter for general secondary education adopted in 1970 aims at improving the work of the schools, while at the same time reinforcing their authority; the objectives laid down by the Communist Party at its XXIVth Congress are due to be carried out during the present Five-Year Plan, especially the provision of secondary education for all and the raising of the educational level and vocational qualifications of the workers.

97. Among the dependent territories of a Member State, Hong Kong reports that plans and legislation are being prepared, and that a three-year secondary school course including technical and vocational instruction is to be made available in 1976. In the Seychelles, a plan to provide an optional year of pre-vocational training in the lower secondary school course is in hand.

4(iii)

98. Higher education

Five States, four of which are parties to the Convention, and two dependent territories of one of these States (Netherlands, Saudi Arabia, USSR, United Kingdom (Jersey, Isle of Man), Republic of Viet-Nam, Bahamas and Falkland Islands) did not reply to the questions under this heading. Furthermore, three States parties to the Convention and five dependent territories of one of them (Cyprus, Netherlands (Netherlands Antilles), United Kingdom (Guernsey), Gilbert and Ellice Islands, Seychelles, Solomon Islands, Turks and Caicos Islands, Virgin Islands), which have no university, send their nationals to complete their studies abroad.

99. The means of access to higher education are not detailed in all the reports. Four States (Canada, Arab Republic of Egypt, India, United Kingdom (Scotland)) merely observe that such education is accessible to all, or to all who possess the necessary qualifications, while another State (Japan) declares that it is accessible to the greatest possible number of students. But most of the countries supplying information give fuller particulars. In eight countries, four of which are parties to the Convention (Argentina, Belgium, Ceylon, France, Italy, Senegal, Syrian Arab Republic, Uruguay), all students who have completed the secondary school course or have obtained the school-leaving certificate have access to higher education. Italy, however, states that a further course of preparation is required in the case of certain subjects, Syrian Arab Republic, that students must obtain the mark required by the various faculties and Belgium, that it is more difficult to enter higher education from technical or vocational schools, since the subjects taught in them are quite different. Argentina states that at the University of Buenos Aires a special examination eliminates up to 60% of candidates. Uruguay considers that access to higher education should depend on both specific aptitude and the economic needs of the country.

100. In France, those who have not obtained their baccalauréat are allowed to sit for an entrance examination after five years in employment, and a law passed in 1968 provides that workers who have not obtained their baccalauréat are entitled to attend evening classes.

101. It appears that the provision of different forms of secondary education in a number of States and the new procedure to facilitate transfer from one type of secondary school course to another help indirectly to broaden access to higher education. Switzerland points out, however, that owing to the number of students taking technical and vocational training courses, only 6% of students who have completed the secondary school course go on to a university.

102. In the case of the Federal Republic of Germany and Senegal, candidates who have not obtained their school-leaving certificate have to pass an entrance examination or a special aptitude test. Senegal adds that, among those with the required certificates, it is often only the higher education scholarship holders who are able to enter university. The government comes to the assistance of the others by providing facilities for them to continue their studies at the Centre des oeuvres universitaires. Australia states that, contrary to what was said in its first periodical report (ref. Unesco 15 C/11, para. 570), higher education can no longer be provided for all who have the required qualifications, despite the increased number of universities which, in nearly every case, apply a quota system.

103. Access can also be obtained through competitive examination. This system operates in eight States (Bulgaria, Byelorussian SSR, Lebanon, Poland, Romania, Turkey, Ukrainian SSR, USSR), seven of which are parties to the Convention. It should be noted that Romanian students are permitted to express themselves in the language of their racial minority in the case of subjects taught in that language, and that in Poland the children of workers or peasants are awarded five extra marks at the examination. Both in Australia and the Federal Republic of Germany, student intake is restricted by a numerus clausus in the case of certain subjects. While in Germany measures are being considered to accelerate the building of new institutions, in Australia a wide variety of non-university institutions provide opportunities for third-level studies. In the Republic of Korea, candidates are also required to take an entrance examination, except in art subjects and physical education. The quota system operating in this country, coupled with the unfavourable economic situation and the persistence of traditions, can mean that qualified students from technical or vocational training colleges are refused admission to university. Lebanon draws attention to de facto discrimination due to the fees charged by private universities and to the limited number of specialized courses, as well as to the system of selection by competitive examination.

104. Reports from five States parties to the Convention (Denmark, Hungary, Malta, New Zealand, United Kingdom (Guernsey)) indicate that access to higher education depends on the pupils' intellectual abilities. Turkey states that their abilities are revealed at the entrance examination, but that the country's needs are also taken into consideration. Poland also states that both students' abilities and national needs are taken into consideration, as the number seeking admission exceeds the number of vacancies. Four countries (Australia, Canada, Federal Republic of Germany India), two of which are parties to the Convention, announce the establishment of new higher education institutions, while two others (Byelorussian SSR and Norway), both parties to the Convention, say that new educational opportunities at this level are being provided in the rural districts, and the number of students is rising. Four countries (Ceylon, Hungary, Italy, Lebanon), three of which are parties to the Convention, state that foreigners have the same opportunities of admission to higher education as nationals; one of them (Italy) mentions equivalence of qualifications as a condition.

105. In order to make higher education accessible to all, it is necessary not only to test the abilities of prospective students but also to provide them with the means of subsistence for several years of study. The great majority of States and dependent territories of Member States have made every effort to do this. In the first place, ten States (Byelorussian SSR, Ceylon, Czechoslovakia, Arab Republic of Egypt, Malta, Norway, Syrian Arab Republic, Ukrainian SSR, Uruguay, Venezuela), seven of which are parties to the Convention, say that instruction is free of charge. Under another heading, the USSR states that education is free everywhere in its territory; Malta says that instruction in teacher-training schools and at the Malta College of Arts, Sciences and Technology is free, and Venezuela that, according to the law, free education can be withheld in cases where a student's family possesses private means. Although education is free, the above countries - as also the majority of those that replied to this part of the questionnaire - make arrangements for the systematic provision of aid to students, either in money or in kind. Such aid is granted in accordance with fixed criteria based on the student's ability to pursue university studies and on his examination results and on the economic resources of the student's family and also, sometimes, on the distance he lives from his place of study.

106. Replies received from 35 States, 24 of which are parties to the Convention (Argentina, Australia, Belgium, Bulgaria, Byelorussian SSR, Canada, Cyprus, Czechoslovakia, Denmark, Arab Republic of Egypt, France, Federal Republic of Germany, India, Iraq, Italy, Japan, Republic of Korea, Malta, Netherlands (Netherlands Antilles), New Zealand, Nigeria, Norway, Panama, Poland, Romania, Senegal, Syrian Arab Republic, Turkey, USSR, Ukrainian SSR, United Kingdom (Guernsey, Northern Ireland, Scotland), United States of America, Uruguay, Venezuela, Zambia) and from seven dependent territories (Gibraltar, Gilbert and Ellice Islands, Hong Kong, Seychelles, Solomon Islands, Turks and Caicos Islands, Virgin Islands), indicate that various forms of financial aid are provided - scholarships, loans, allowances of different kinds - or aid in numerous other forms which may sometimes be cumulative. Such forms of aid, which are usually provided for in the Constitution or by legislation, are granted by the State, but students can also obtain help in the form of scholarships or other advantages from private bodies which, in certain cases, receive government support. Aid is usually provided for students at universities and technical or vocational institutes and students attending teacher-training colleges. Such aid may be merely a matter of exemption from enrolment fees or it may take the form of scholarships covering the whole of a student's expenses (e.g. Gibraltar, Zambia). It may also be subject to selection, usually based on merit or needs or, it may be available to all students or all who are nationals of the country (e.g. New Zealand, United Kingdom (Scotland)). In some countries, foreign students are entitled to receive aid under certain conditions.

107. The reports from several States contain interesting particulars on the forms of aid supplied to students and often refer to recent legislative or administrative provisions. Australia gives 50% as the number of students who receive aid. Cyprus mentions the establishment, in 1971, of a public foundation to provide scholarships for able but needy students. A third country (Syrian Arab Republic) states that, in addition to various forms of financial aid, prizes are awarded to outstanding students. In the United States, a programme of special services was organized in 1970 to assist numerous handicapped or underprivileged students of that country. In 1968, with a view to bringing about equality of opportunity, another country (Argentina) established a "National Educational Loan Institute" which enables a much larger number of scholarships to be awarded. Argentina also mentions that health and student welfare services are available, as well as low-priced hostels and restaurants. Still another country (Republic of Korea) reports that in 1971, under the auspices of the Ministry of Education, the "Korean Scholarship Foundation" was set up, which, by 1975, will enable scholarships to be awarded to five times more students than in 1971. In 1969 one dependent territory

of a Member State (Hong Kong) established a government aid plan to help needy students in two local universities. The same State reports that any resident of the country (United Kingdom (Scotland)) undertaking third-level studies is entitled to receive financial aid; while in another territory of the same State (Guernsey) and in four of its dependent territories (Seychelles, Solomon Islands, Turks and Caicos Islands, Virgin Islands), which have no provision for higher education, financial aid is granted to pupils who are considered capable of continuing their studies abroad, one of the latter territories (Solomon Islands) observing that in 1970 the number of such grants was ten times greater than in 1966.

108. Eight other States (Bulgaria, Byelorussian SSR, Arab Republic of Egypt, Nigeria, Poland, Romania, Senegal, Ukrainian SSR) all of which are parties to the Convention, supply information on other forms of aid for students. In addition to various allowances, they are assisted by the provision of hostels, cheap meals, free medical care and transport. Three of the above States (Bulgaria, Byelorussian SSR, Poland) state that workers have paid leave when sitting for examinations and also if they are taking correspondence courses. In another State (Nigeria), local commercial and industrial firms are urged to offer students work during the holidays. One State (Romania) says that students whose results are exceptional may be awarded scholarships, the amount of which is not affected by their family circumstances. In one country (Iraq), a number of measures to provide aid which are designed to foster the expansion of higher education are incorporated in the National Development Plan at present being implemented.

4(iv) (a)

109. To the question whether the standards of education are equivalent in all public educational institutions of the same level, thirty-six States, 24 of which are parties to the Convention, and seven dependent territories of one of these States (Argentina, Australia, Belgium, Bulgaria, Byelorussian SSR, Canada, Ceylon, Cyprus, Czechoslovakia, Denmark, Arab Republic of Egypt, France, Federal Republic of Germany, Hungary, India, Iraq, Italy, Japan, Republic of Korea, Malta, Netherlands, New Zealand, Nigeria, Norway, Panama, Poland, Romania, Senegal, Switzerland, Syrian Arab Republic, Turkey, Ukrainian SSR, United Kingdom (England and Wales, Scotland, Northern Ireland, Guernsey), Falkland Islands, Gibraltar, Gilbert and Ellice Islands, Hong Kong, Seychelles, Solomon Islands, Virgin Islands, USSR, United States of America, Uruguay) supplied more or less detailed information.

110. Replies received from four States, three of which are parties to the Convention (Bulgaria, Republic of Korea, Netherlands (Antilles), USSR) state that certain standards are written into the official laws and regulations on the subject, or are in conformity with them. Most of the other replies are of a general nature, declaring that standards of education are identical in all schools, that most schools are subject to inspection or supervision by the competent authorities, that the uniform system of teaching and examination ensures that the same syllabuses and curricula are followed, and that the qualifications of the teaching staff and the standard of school premises and equipment are the same.

111. The information is not substantially different from that contained in the first periodical reports of Member States and analysed in paragraph 113 of document 15 C/11. Some of the replies are a little more explicit, and even mention problems met with and/or proposed solutions to them. Thus Argentina reports a lack of uniformity in the content and duration of courses and in the certificates awarded by public schools of the same level. Three dependent territories of another State (Gilbert and Ellice Islands, Seychelles, Solomon Islands) say that there are differences in the standards of education in the public schools, or that efforts are being made to maintain identical standards while taking into account the socio-economic, cultural and geographical environment of the various groups of the population, or again, that in theory the curricula and teaching equipment are the same. The Republic of Korea and Poland state that there are still qualitative differences between urban schools and those in rural areas. A measure taken by the Byelorussian SSR is apparently designed to improve the educational level in rural districts, for it stipulates that students who have just graduated from teacher-training institutions will be required to work in rural schools.

112. With regard to measures already taken or that are contemplated, Poland reports that, in 1971, a body was set up to study the effectiveness of education at the various levels. Correspondence courses have also been started for in-service teacher training, and it is hoped that consistent standards of education will be maintained by using standardized curricula and textbooks. In the Ukrainian SSR, regular refresher courses for teaching staff are organized to improve their qualifications and ensure that standards of education are the same in all schools. Bulgaria proposes to change the

content and methods of education for all categories of schools so that they may be better adopted to life in an advanced socialist society. In New Zealand and Senegal, the same teachers are often employed in separate schools for the two sexes. This enables the former country to alleviate certain local difficulties it experiences in finding specialized teachers for girls' schools, and the latter to provide education of the same standard in schools for both sexes.

4(iv) (b)

113. The question relating to private schools (where they exist) only concerns the standards laid down or approved for such schools with respect to the education provided in them. The replies received in many cases went further than this, and gave particulars relating to the establishment of such institutions, their legal status and the conditions for admission to them.

114. Twenty-nine States, 18 of which are parties to the Convention, and six dependent territories of a State party to the Convention (Argentina, Australia, Belgium, Canada, Ceylon, Cyprus, Denmark, Arab Republic of Egypt, France, Federal Republic of Germany, Iraq, Japan, Republic of Korea, Malta, Netherlands (Antilles), New Zealand, Nigeria, Norway, Panama, Senegal, Switzerland, Syrian Arab Republic, Turkey, United Kingdom (Scotland, Guernsey), Gibraltar, Gilbert and Ellice Islands, Hong Kong, Seychelles, Solomon Islands, Virgin Islands, United States of America, Uruguay, Venezuela, Zambia) replied that private schools exist in their country. One State party to the Convention (Hungary), while observing that there are no private schools in the country, adds, however, that the churches are permitted to maintain a prescribed number of confessional schools. Another State party to the Convention (Poland), under an education law of 1961, authorizes the existence of non-governmental educational and social welfare institutions. Five other States, all parties to the Convention (Byelorussian SSR, Czechoslovakia, Romania, Ukrainian SSR, USSR) replied that there are no private schools in their countries, one of them stating that all such schools were abolished in 1944. In the countries where there are such schools, their purpose often seems to be to supplement the educational facilities provided by the public authorities, and not to exclude a particular social group. Some States mention this specifically, or recognize the social service rendered to the country by private schools. This is no doubt the meaning we should attach to the reply made by Venezuela, where provision is made under the Constitution for the promotion and protection of such schools. Three other States, all parties to the Convention, report that private schools represent between 13 and 15 per cent of the whole school system (Panama, Senegal) and that these schools cater for nearly twice as many pupils as are enrolled in the public schools (Lebanon). In the Republic of Korea, private universities are twice as numerous as public higher education institutions.

115. Another State party to the Convention (Cyprus) mentions that private schools serving the interests of a particular section of the population have almost doubled in number since 1966 and have since then quadrupled their enrolment figures, despite the fact that they receive no State subsidy.

116. Lebanon adds that because of the high fees charged by such schools only the well-to-do classes of the population can attend them; another State (United States of America) reports a development of private education with the intention of excluding certain sections of the population. On the other hand, two States parties to the Convention report either that subsidized private schools are required to reserve places for holders of a State scholarship (which is the case in Panama), or that such schools are not permitted to discriminate with regard to the admission of pupils.

117. Private schools provide education at the primary level (in one State (Turkey) there are also pre-primary private schools), often at the secondary level, and in some cases even at the higher level.

118. Private schools may serve the interests of special linguistic groups and sometimes they are confessional in nature. Senegal reports, however, that the Catholic schools in the country also admit non-Catholic children, as religious instruction is not compulsory under the country's secular education system.

119. Although the legal system may vary even within the same country, it appears from the majority of replies of States, whether parties to the Convention or not, that private schools which are recognized by the competent authorities and those in receipt of a subsidy are subject to the same regulations as State schools. In the case of three States parties to the Convention, this close relationship to the official educational system takes the form of the actual integration of

certain private schools in the official system (as in Argentina and Panama), or of association with it, as reported by France.

120. Except for one State party to the Convention (Panama), which reports that, owing to the high fees charged and the facilities provided by the parents of pupils, private schools are often better equipped than others, in the majority of cases the officially recognized schools have to maintain standards with respect to premises, equipment, qualifications of teaching staff and quality of education provided, for only those schools which follow the official syllabus are able to prepare their students for the examinations recognized by the State. Furthermore, nearly all such institutions are subject to official inspection or supervision, from which most non-recognized private schools appear to be exempt. Whereas Iraq replies that under a National Development Plan (1970-1974) private schools are expected to conform to official regulations and their students have to pass the public examinations, another State (Republic of Korea) and a dependent territory of a State party to the Convention (Gilbert and Ellice Islands) report that local differences in the standard of education provided in State schools are also to be found in private schools.

121. Two States, one of which is a party to the Convention (Nigeria, Turkey) refer to the sanctions which can be applied in cases where official regulations are not complied with; State subsidies may be suspended and the institution may even be closed down. In the case of Turkey, 37 higher education institutions were recently deprived of their legal status and integrated in the public education system.

4(v)

122. Education of persons who have not received or have not completed primary education

Among those States which sent a report, eight, five of which are parties to the Convention, and two dependent territories of one of them (Lebanon, Netherlands (Netherlands Antilles), Panama, Saudi Arabia, Syrian Arab Republic, United Kingdom (England and Wales, Northern Ireland, Jersey, Isle of Man, Bahamas, Turks and Caicos Islands, Uruguay, Venezuela) did not reply to the question or gave few particulars. Five other States, four of which are parties to the Convention, and two dependent territories of one of them (Denmark, Falkland Islands, Gibraltar, Japan, New Zealand, Ukrainian SSR, United Kingdom (Guernsey, Scotland)) explained that the question did not apply to them as the compulsory primary education course was completed by all their nationals. Some of them gave further particulars. Thus, in 1971, one of them (New Zealand) stated that over four-fifths of the population had had a total of eleven years' education; another one (Ukrainian SSR) that all citizens received a primary education and that over half the workers had done a complete secondary or higher education course. Still another (Japan) stated that 99.9% of the population completed the primary course and that the remainder, whose schooling had been interrupted for a time, were able to resume their studies, special courses being provided for that purpose. According to another report (Hungary), in 1970 the percentage of those who had not received a primary education was 2.3 per cent. Ten States, eight of which are parties to the Convention, and two dependent territories of a Member State (Argentina, Cyprus, Arab Republic of Egypt, Iraq, Italy, Malta, Nigeria, Senegal, Seychelles, Solomon Islands, Republic of Viet-Nam, Zambia) supplied information on literacy training. In one of them (Malta), illiterate persons are able to attend evening classes taking them up to the end of the primary course; in two others (Nigeria, Senegal) functional literacy work is being intensified; in one of these, which provides functional literacy teaching in rural districts, the six national languages whose transcription was completed in 1971 are used, and the same country provides educational facilities for maladjusted children. In Zambia, literacy campaigns have been organized, using specially trained volunteers, and a programme of evening classes and correspondence courses has been launched. Argentina reports the establishment of educational centres under its National Literacy and Adult Education Plan, and the Republic of Viet-Nam is continuing its efforts to combat illiteracy by organizing evening classes, which are held every day in primary schools. In Italy, arrangements have been made for various activities to combat illiteracy, for which no charge is made. One country and a dependent territory of a Member State (Iraq, Seychelles) report the existence of Development Plans which include measures for extending literacy work.

123. In the case of adult education, countries have usually organized evening and correspondence courses at the various levels - primary, secondary, vocational and higher. Nineteen States (Argentina, Belgium, Bulgaria, Byelorussian SSR, Canada, Ceylon, Cyprus, India, Italy, Hong Kong, Hungary, Republic of Korea, Malta, Norway, Romania, Turkey, USSR, Uruguay, Republic

of Viet-Nam, Zambia, Seychelles, Virgin Islands) 11 of which are parties to the Convention, and three dependent territories of another State, all have some such arrangements, sometimes within the ordinary school system. Adult education may be provided in evening schools and universities, refresher courses, summer schools, reading and life-long education centres, vocational or pre-vocational teaching centres for young workers wishing to complete their primary education or those who have passed the age of compulsory schooling.

124. Reports from four States parties to the Convention (Bulgaria, Byelorussian SSR, Ukrainian SSR, USSR) refer to their extensive network of evening and correspondence courses, which enable workers to continue their studies without interrupting their work. In addition to these educational facilities, they often have certain advantages such as extra annual paid holidays and a shorter working day.

125. However, some countries give fuller particulars. One of them (France), with its law of 1968 on the remuneration of persons taking vocational training courses, that of 1971 on continuing vocational training as a part of life-long education, and its government circular establishing part-time courses for the social advancement of foreign workers, has introduced a co-ordinated continuing education and social advancement policy, while at the same time facilitating the admission of workers without a baccalauréat to higher education, through the governing higher education (1968). Similar provisions exist in the Federal Republic of Germany, where secondary level evening courses leading to admission to university have been established, sometimes by the factories or workers' trade unions themselves, as well as vocational training schools which prepare students for higher technical education.

126. The variety of structures in the educational system - especially in the case of secondary level education, in which supplementary courses are sometimes organized for those who have failed in the examinations - creates favourable conditions for the pursuit of studies, even if the student has spent several years in other occupations. In one country (Poland) vocational training is compulsory for all young people of 15 to 18 who have not completed their primary education, but the number of such persons is continually diminishing.

127. In one country with a federal system (United States of America) an adult basic education Extension Programme designed for nationals of over 16, irrespective of colour and origin, is administered by the federal government under legislation of 1966-1968. Furthermore, a Plan adopted in 1968 provides for the standard of adult education teachers to be raised and for the extension of such education to the level of higher education.

128. Certain other countries have supplied miscellaneous items of information. For example, Australia and the Byelorussian SSR report that there are free classes for the continuing education of migrants, as well as radio and correspondence courses; in Switzerland, on the other hand, there has been little success in solving the problem of migrant workers. Elsewhere, in Czechoslovakia, the conditions in which workers can continue their studies as non-resident or part-time students are to be improved. In the Arab Republic of Egypt, vocational training courses have been organized under the auspices of Unicef. In the Republic of Viet-Nam, training in a manual occupation is provided, and the same applies to the Chinese population in the capital. One dependent territory of a State (Solomon Islands) reports that during the past few years efforts have also been made to combat illiteracy with limited resources; it is proposed to take individual needs into consideration within the context of the development of the community.

129. One dependent territory of a State (Seychelles) states that an adult education programme is to be established under its present Development Plan, but that English language courses at various levels are already a great success and are well attended.

130. As two States parties to the Convention (Czechoslovakia, Hungary) point out, true education is never completed at any particular period of a person's life, or restricted to such a period. Adults should continue to educate themselves in all fields in their own occupation and in cultural matters, and they should adapt themselves to innovations and preserve a lively and inquiring mind.

4(vi)

131. Preparation for the teaching profession

Most of the States which sent a report replied to this question. Out of 35 countries, 23 of which are parties to the Convention and seven dependent territories of a State which supplied

information (Argentina, Australia, Belgium, Bulgaria, Byelorussian SSR, Canada, Ceylon, Cyprus, Czechoslovakia, Denmark, Arab Republic of Egypt, France, Federal Republic of Germany, Hungary, India, Iraq, Italy, Japan, Republic of Korea, Malta, New Zealand, Nigeria, Norway, Poland, Romania, Senegal, Switzerland, Syrian Arab Republic, Turkey, Ukrainian SSR, USSR, United Kingdom (Guernsey, Northern Ireland, Scotland), United States of America, Republic of Viet-Nam, Zambia, Falkland Islands, Gibraltar, Gilbert and Ellice Islands, Hong Kong, Seychelles, Solomon Islands, Virgin Islands), 12 States and two dependent territories (Belgium, Bulgaria, Canada, Czechoslovakia, India, Italy, Japan, Republic of Korea, New Zealand, Nigeria, Poland, Turkey, Solomon Islands, Virgin Islands) declared that there was no discrimination in the matter of access to training for the teaching profession. One State (Japan) added that equality of access to higher education ensured that there was no discrimination in training for the teaching profession.

132. But 18 States, 14 of which are parties to the Convention, and five dependent territories of a Member State (Australia, Bulgaria, Canada, Ceylon, Cyprus, Czechoslovakia, Denmark, Arab Republic of Egypt, France, India, Italy, Malta, New Zealand, Turkey, Ukrainian SSR, USSR, United Kingdom (Guernsey, Northern Ireland, Scotland), Republic of Viet-Nam, Falkland Islands, Gibraltar, Gilbert and Ellice Islands, Hong Kong, Seychelles) gave more particulars. It appears from their replies that admission to the profession may be based upon academic qualifications, as in the case of four States and one dependent territory of one of them (Canada, Czechoslovakia, New Zealand, United Kingdom (Guernsey, Northern Ireland, Scotland), Seychelles), or it may depend on the results of an entrance examination (Cyprus, Denmark, Czechoslovakia, Arab Republic of Egypt, Gilbert and Ellice Islands), or of a competitive examination (Ceylon, France, Italy, Republic of Viet-Nam). Some countries (Australia, Hong Kong, New Zealand, Turkey) mention that both intellectual and physical aptitude for the profession are taken into account in the procedure for admission. In one State (Arab Republic of Egypt) candidates are required to attend interviews, while another (Ukrainian SSR) states that no distinctions of any kind are made except in the case of certain age-limits applicable to candidates taking a full-time higher training course or a course in one of the specialized schools. In the USSR, training is planned in accordance with needs. One dependent territory of a Member State (Seychelles) reports that it does not discriminate as regards training for the teaching profession, except with respect to opportunities for study abroad, which are offered to qualified candidates born in the country. In another dependent territory of the same State (Gilbert and Ellice Islands), preference is given, as regards admission to Tawara College, to candidates who have already had some teaching experience.

133. Nine State, six of which are parties to the Convention (Belgium, Czechoslovakia, Hungary, Norway, Romania, Senegal, Syrian Arab Republic, USSR, United States of America) refer to the institutions responsible for teacher training. Elementary school teachers are usually trained in teacher-training schools, sometimes even by correspondence (as in Romania), secondary school or university teachers in universities. One territory in the United Kingdom (Guernsey) and three dependent territories of that State (Falkland Islands, Gibraltar, Seychelles) send their nationals abroad for training, in this case to the State in question.

134. Five States parties to the Convention and one dependent territory of a State (Australia, Hong Kong, Hungary, Poland, Romania, Republic of Viet-Nam) refer to the training of teachers for children of ethnic minorities or those of migrants. Two of them (Hungary, Republic of Viet-Nam) have special institutions for this purpose, whilst in Hungary and Poland in-service training courses are organized for such teachers, and in the Republic of Viet-Nam facilities in the form of exemption from the competitive entrance examination are granted to students who intend to teach ethnic minorities. In the replies received, little information is given on the access of girls to the teaching profession. Two countries (Malta, Syrian Arab Republic) state that conditions of admission are the same for both sexes, and another country (France) that there are separate training institutions for the two sexes. Two other States parties to the Convention (Hungary, Italy) report that only women are trained as teachers for infant schools or as teachers of subjects normally taught only to girls.

135. As regards financial aid granted to those training to be teachers, six States, four of which are parties to the Convention, and a dependent territory of one of them (Australia, Cyprus, Poland, United Kingdom (Guernsey), United States of America, Seychelles, Zambia) note that such aid is provided. In one of them (United States) financial assistance and employment benefits are granted to students from ethnic minorities who choose teaching as a career, for the scarcity of teachers from such minorities is a problem. In another State party to the Convention (Poland), 60% out of a total student population of 44.6% were receiving financial assistance in 1969-1970. In

Zambia, all the material needs of teacher trainees are paid for, and in Cyprus monthly maintenance grants are paid to this category of students.

136. Several countries draw attention to the efforts they are making to improve teachers' qualifications and provide in-service training facilities for them. Such points, which are dealt with by three States and a dependent territory of a Member State (Byelorussian SSR, Federal Republic of Germany, USSR, Seychelles) are often mentioned in connexion with proposed plans and programmes. The measures usually taken to improve teaching standards are the organization of evening or correspondence courses, special courses held either within the country or abroad, and seminars. In one of the above countries (USSR), a Teachers' Congress held in 1968 dealt especially with the improvement of teacher training. Another country (Byelorussian SSR) reports that a Plan was prepared for 1970-1980 with a view to improving the theoretical and methodological training of teachers and raising the qualifications of personnel in charge of teaching institutions. In the Federal Republic of Germany, an in-service training course based upon the acquisition of teaching practice and applicable to all teaching staff was due to be inaugurated in 1971. In a dependent territory of another State (Seychelles), a programme for improving teachers' qualifications is due to be completed in 1973. Switzerland reports that it is organizing committees of experts to seek fresh solutions to the problem of the shortage of teachers. The Syrian Arab Republic states that the Ministry of Education is endeavouring to amend teacher-training curricula, which do not as yet include teaching about human rights.

137. India, by contrast, reports that qualified teachers are sometimes unemployed, so that establishments have to be closed. The USSR notes that the teaching profession is held in great respect throughout the country, where "Teacher's Day" has been celebrated every year since 1965; and Czechoslovakia states that large numbers of students are interested in this profession, so that the universities can choose the most highly qualified candidates.

138. The reports of some countries state that they have a unified system of examinations giving equivalent qualifications which entitle the student to enter any branch of the teaching profession, with the exception of military instruction (France), and to receive the same scale of emoluments (Nigeria, Senegal) or material assistance (USSR). One country (USSR) is considering the possibility, at some future date, of increasing teachers' salaries, which vary according to place of assignment and employment category.

5.

139. The question relating to a national policy or development plan providing for measures to be taken in order to bring about the complete implementation of the objectives defined in Article 4 of the Convention (and in the corresponding Section of the Recommendation) was regarded as being inapplicable or was unanswered by 11 States. Although some of the other replies state in general terms that no other measures are necessary, and that the national educational policy is in conformity with the objectives set forth in the instruments or - with unimportant exceptions - point out, as in the case of Canada, that all the provinces in the country are trying to overcome regional disparities and to provide equal opportunities for all by constantly extending educational services (an effort which in one province has taken the form of an increase in teachers' salaries, thereby attracting more highly qualified staff even in underprivileged areas), or again, that progress in educational policy is a matter of time and of possessing the necessary financial resources, yet 28 States, 20 of which are parties to the Convention, supplied detailed information on this subject.

140. If we compare the information given in the two periodical reports with that obtained at the time of the first consultation of Member States, it appears that many States were particularly impressed by the fact that the principles set forth in the Convention and Recommendation provide not only for the elimination and prevention of all forms of discrimination but also for the promotion of equality of opportunity and treatment in education. A large number of States (Argentina, Australia, Belgium, Canada, Ceylon, Czechoslovakia, France, Federal Republic of Germany, Republic of Korea, Lebanon, Nigeria, Poland, Senegal, Switzerland, United States of America Venezuela) indicate that inequalities of an economic or socio-cultural nature still prevent certain sections of the population from enjoying equal opportunities of acceding to education at the various levels and succeeding therein. Some of them refer to the reforms which are tending to democratize education, especially by the establishment of unified structures.

141. Member States' awareness of the situation and their willingness to admit that the right of everyone to education has not yet been fully carried into effect - especially among the working and rural sections of the population, notwithstanding the fact that young people in these sections often have the same educational ambitions as young people in the more privileged sections - are clearly revealed in their replies, which refer to these States' desire to bring about improvements or find lasting solutions. We have already mentioned in previous parts of this report (see also sub-chapters 4 (i) - (iii) - (v) and (vi)) measures relating to one or other of the various educational levels or categories which have been formulated in recently adopted legal texts or regulations, incorporated in a national development plan, or implemented in practice.

142. Among the various States which reported the implementation of practical measures, but which at the same time dealt with the question of equality of opportunity in more general terms, we may mention, among others, three States parties to the Convention and two dependent territories of another State (France, Italy, Senegal, Hong Kong, Gilbert and Ellice Islands). France notes, for example, that equality of opportunity (declared to be one of the major objectives of the Sixth Plan) has been the guiding principle behind all the educational reforms relating to structures, methodology, etc. Similarly, Italy reports that in the next five years the right to education is to be put into effect, especially with regard to young people who, under the existing system, have not been able to benefit fully from post-primary education, the linguistic training of children from underprivileged sections of the community is to be improved, compulsory school attendance for everyone is to be enforced, and the percentages of drop-outs and repeaters are to be reduced. Senegal hopes to be able to extend its education system by simplifying organization and constructing less elaborate school buildings. In the Gilbert and Ellice Islands, the main objective is to provide primary education for all and to develop secondary education so as to supply the territory with the human resources it needs. Hong Kong considers that the administrative measures it applies and the plans and legislation it is preparing will do a great deal towards bringing about equality of opportunity and treatment in education.

CHAPTER III

EDUCATIONAL ACTIVITIES OF NATIONAL MINORITIES

143. The questionnaire concerning the implementation of the Convention contains the following questions under this chapter:

Article 5.1 (a) of the Convention accords the members of national minorities the right to carry on their own educational activities, including the maintenance of schools and, depending on the educational policy of each State, the use or the teaching of their own language. (1)

6. If there are national minorities in your country, please indicate to what extent legal or administrative provisions prescribe that the language of these minorities may be used as a medium of instruction or may be taught.

7. Are distinct schools available to these minorities?

(i) If so, please indicate whether they are public or private(2) schools, and in each case to what extent members of the minority participate in the formulation of policies and in running the schools.

(ii) What measures have been taken to ensure that the conditions concerning their operation laid down in Article 5 (c) (i) - (iii) of the Convention are complied with, with reference in particular to qualitative aspects of education?

144. The questionnaire concerning the Recommendation contains similar questions.

6.

145. Thirty-one reports (22 of them from States parties to the Convention) deal with these questions in addition to five referring to dependent territories of a State party to the Convention (Argentina, Australia, Belgium, Bulgaria, Byelorussian SSR, Canada, Ceylon, Cyprus, Czechoslovakia, Denmark, France, Federal Republic of Germany, Hungary, India, Iraq, Italy, Lebanon, New Zealand, Norway, Panama, Poland, Romania, Senegal, Switzerland, Syrian Arab Republic, Turkey, Ukrainian SSR, United States of America, United Kingdom (Northern Ireland, Scotland), Gibraltar, Gilbert and Ellice Islands, Hong Kong, Seychelles, Solomon Islands, USSR, Republic of Viet-Nam). Eight Member States and two dependent territories (Arab Republic of Egypt, Japan, Republic of Korea, Malta, Nigeria, Uruguay, Zambia, United Kingdom (Guernsey, Falkland Islands, Virgin Islands) report they have no minorities and three Member States did not reply to this section.

146. Article 5.1 (a) of the Convention accords the members of national minorities the right to carry on their own educational activities, including the maintenance of schools and, depending on the educational policy of each State, the use or the teaching of their own language. Three of the Member States (Belgium, Canada, Czechoslovakia) replying to questions under this section indicate they are bilingual and bicultural countries and the nationalities concerned have not been considered as minorities. Another country (USSR) advises that over a hundred nationalities exist in its republics, which have the same rights and possibilities of access to all levels of education. Certain States have provided very scanty information, merely informing that minorities do exist and have the possibility of learning their mother tongue in addition to the official language or languages of the country in which they live.

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(1) The reference in Article 5 to the maintenance of schools should be interpreted in the light of Article 2 (b) which authorizes the establishment of separate educational institutions only for religious or linguistic reasons. In view of the importance of the choice of the medium of instruction, it was decided that this chapter of the questionnaire should stress the question of languages used for the teaching of minorities.

(2) Please submit, if possible, any relevant statistics.

147. It is difficult too, to differentiate between linguistic minorities, ethnic minorities and national minorities, but from the information provided it seems that 28 States (18 parties to the Convention) and three dependent territories of one of these States (Argentina, Belgium, Byelorussian SSR, Canada, Ceylon, Cyprus, Czechoslovakia, Denmark, France, Federal Republic of Germany, Hungary, India, Iraq, Italy, Lebanon, New Zealand, Norway, Poland, Romania, Senegal, Switzerland, Syrian Arab Republic, Turkey, Ukrainian SSR, United Kingdom (Scotland), Gilbert and Ellice Islands, Hong Kong, Solomon Islands, United States of America, USSR, Republic of Viet-Nam) have some form of legal or administrative provision for the language of the minorities to be used as a medium of instruction, or to be taught.

148. Out of the 31 States which have reported the existence of national minorities, 24 (Australia, Belgium, Bulgaria, Canada, Cyprus, Czechoslovakia, Federal Republic of Germany, Hungary, India, Iraq, Italy, New Zealand, Norway, Poland, Romania, Senegal, Switzerland, Syrian Arab Republic, Turkey, Ukrainian SSR, United States of America, United Kingdom (Scotland, Northern Ireland), Gibraltar, Gilbert and Ellice Islands, Hong Kong, Solomon Islands, USSR, Republic of Viet-Nam) allow the minority groups instruction in their own language while six (Australia, Belgium, France, Syrian Arab Republic, United Kingdom (Northern Ireland) and Panama) and one dependent territory of one of these States (Gibraltar) are less explicit or seem to restrict such teaching to the secondary school level or to a specific minority group only (Syrian Arab Republic).

149. At primary level minority schools or instruction in the mother tongue are indicated by 14 States and two dependent territories of one of these States party to the Convention (Belgium, Canada, Cyprus, Czechoslovakia, Denmark, Hungary, India, New Zealand, Norway, Poland, Romania, Turkey, Ukrainian SSR, United Kingdom (Scotland, Wales), Gilbert and Ellice Islands, Solomon Islands); 17 States (Belgium, Canada, Cyprus, Czechoslovakia, Denmark, Hungary, India, Iraq, New Zealand, France, Norway, Poland, Romania, Turkey, Ukrainian SSR, United Kingdom (Scotland), USSR) allow secondary instruction or have schools in the language of the minority group; and five States advise instruction is available in minority languages in higher educational institutions (Iraq, Romania, Turkey, Ukrainian SSR, USSR). Ten Member States and two dependent territories have not given the levels at which the minority languages are used. Separate languages given, other than that of the country, number 58, plus 48, not specified, in one State alone (USSR). One State's official language of instruction is not the language of the indigenous people of the country (Senegal).

7(i)

150. Distinct public schools are available to minority groups in 17 Member States, 13 of which are parties to the Convention (Australia, Canada, Cyprus, Czechoslovakia, Denmark, Federal Republic of Germany, India, Iraq, Hungary, Italy, Norway, Panama, Poland, Romania, Ukrainian SSR, United States of America, USSR), and in four dependent territories of another State (Gibraltar, Gilbert and Ellice Islands, Hong Kong, Solomon Islands), while the Republic of Viet-Nam refers to the existence of a teacher-training college, access to which is restricted to students of ethnic minorities only. Private schools are run in ten States, six of them parties to the Convention (Argentina, Cyprus, Denmark, Lebanon, New Zealand, Senegal, Switzerland, Syrian Arab Republic, Turkey, United States of America) and one dependent territory of another State (Hong Kong). Switzerland reports in addition that denominational minorities may have their own schools. Three other States (Byelorussian SSR, Ukrainian SSR, USSR) indicate that in recent years a number of schools have been established which teach certain subjects in a foreign language (English, French, German, Spanish). All citizens are equally entitled to enrol their children in such schools.

151. In some countries special preparatory classes are held for immigrant minority groups with a view to integration rather than segregation of pupils. Such classes and interest in assimilation are mentioned in the reports of nine Member States (Australia, Canada, France, Federal Republic of Germany, New Zealand, Panama, Switzerland, Syrian Arab Republic and United States of America), one (France) having recently initiated experimental classes for children of foreign workers to enable them to reach the standard of local children of their own age group. Another country (Syrian Arab Republic) mentions integration of all minorities other than Armenian. Most of the dependent territories of the United Kingdom use English as the principal medium of instruction, the minority language being taught at primary and pre-primary school level. In one State (Hungary) most of the pupils from minority nationalities are placed in boarding-schools or student hostels from the age of six. In most cases, in both minority schools and classes for minority groups, it seems that the children are taught by their own teachers and receive instruction on their cultural

heritage. Little information is given, however, as to whether minority groups may participate in the formulation of policy in their schools although eight States, seven of which are parties to the Convention (Cyprus, Federal Republic of Germany, Hungary, Italy, Iraq, Norway, Poland, Ukrainian SSR) advise that minority nationalities may assist in the administration of their schools and in the shaping of their programmes. One State (Canada) refers to the lack of equal opportunity for certain minority groups living in remote areas to receive instruction in their mother tongue.

7(ii)

152. It is not possible to reply to the question regarding measures taken to ensure that the conditions concerning the operation of minority schools are in accordance with Article 5 (c) (i) - (iii) of the Convention. In general, however, it appears that the running of minority schools has to comply with the regulations of the country with regard to its majority schools.

153. Particular consideration should be given to the fact that some of the details contained in this chapter refer to the education of children of immigrant workers who at a later date will probably be integrated into the majority school population. Also, certain of those countries that state that they have no minority nationalities to speak of in effect do have linguistic and ethnic minorities and in some cases previous reports have given salient details on them.

CHAPTER IV

AIMS OF EDUCATION

154. The questionnaire concerning the implementation of the Convention contains the following questions under this chapter:

In using the terms of Article 26 (2) of the Universal Declaration of Human Rights, Article 5.1 (a) of the Convention defines the aims of education: it "shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms, promote understanding, tolerance and friendship among all nations, racial or religious groups and shall further the activities of the United Nations for the maintenance of peace".

The importance of realizing the ideals embodied in the Universal Declaration of Human Rights and in the other instruments of the United Nations concerning human rights has been stressed in several important resolutions recently adopted by organs of the United Nations (in particular resolution XX concerning the education of youth, adopted in 1968 by the International Conference on Human Rights, Teheran, resolution 2447 (XXIII) of the General Assembly of the United Nations, and resolution 20 adopted in 1969 by the Commission on Human Rights at its 25th session).

8. In what terms and in what form has your country given a legal definition to the aims of education and to what extent does the law reflect the aims set forth in Article 5.1 (a) of the Convention?

9. Do your educational system and the objectives set for curricula and methods contribute fully to the realization of the aims of Article 5.1 (a) of the Convention, which lays down that education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance and friendship among all nations, racial or religious groups and shall further the activities of the United Nations for the maintenance of peace? Are there any ways in which your government contemplates reforms to enable it to contribute more fully to the achievement of these aims?

10. Do your curricula of primary, secondary and higher education and teacher training contain teaching about human rights? If so, please provide detailed information. (1)

155. The questionnaire concerning the implementation of the Recommendation contains similar questions.

156. Replies to the questions under this heading were received from 40 States (Argentina, Australia, Belgium, Bulgaria, Byelorussian SSR, Canada, Ceylon, Cyprus, Czechoslovakia, Denmark, Arab Republic of Egypt, France, Federal Republic of Germany, Hungary, India, Iraq, Italy, Japan, Republic of Korea, Lebanon, Malta, New Zealand, Netherlands (Antilles), Nigeria, Norway, Panama, Poland, Romania, Senegal, Switzerland, Syrian Arab Republic, Turkey, Ukrainian SSR, United Kingdom (England and Wales, Guernsey, Northern Ireland, Scotland), Uruguay, United States of America, USSR, Venezuela, Republic of Viet-Nam, Zambia) parties or not to the Convention and seven dependent territories of one of these States (Falkland Islands, Gibraltar, Gilbert and Ellice Islands, Hong Kong, Seychelles, Solomon Islands, Virgin Islands) in time to be taken into consideration.

8.

157. All the States which replied to this section state that the aims of their education are in accordance with the principles set forth in Article 5.1 (a) of the Convention or Section V, 1 (a) of the Recommendation. Twenty States whether parties or not to the Convention (Argentina, Australia, Belgium, Bulgaria, Arab Republic of Egypt, France, Federal Republic of Germany, India, Iraq, Italy, Japan, Republic of Korea, Nigeria, Norway, Poland, Romania, Senegal, Turkey,

(1) Such information will be very useful to the Organization in the various studies it is due to undertake concerning the teaching of human rights. It should supplement that already supplied in answer to other questionnaires issued in connexion with teaching for international understanding.

Ukrainian SSR, United Kingdom (Guernsey, Northern Ireland, Scotland) and two dependent territories (Seychelles, Solomon Islands)) indicate that the aims, or at least some of them or the principles of the Universal Declaration of Human Rights, are embodied in their educational legislation or their countries' constitutions. Three States (Ceylon, Malta, Zambia) plan to incorporate the aims of the Convention in the legislation of their countries, to take effect in the near future. Certain States, while not spelling out the aims of the Convention in their constitutions or education laws, in effect fully practise the principles contained therein.

9.

158. According to the replies received from the 40 States and seven dependent territories, they state that their educational systems and curricula contribute to the realization of the aims of the Convention, although these replies are often of a general nature and not explicit enough. While most of the States advise that there is constant renovation and improvement of curricula and methods, eight States, five of them parties to the Convention and one dependent territory (Belgium, Ceylon, France, Federal Republic of Germany, New Zealand, Norway, Senegal, Turkey, Solomon Islands) mention reforms in effect or contemplated. One State (Belgium) has begun a project on racial discrimination and has opened a centre to study prejudices and the means of combating them.

10.

159. Teaching about human rights is contained in the curricula of five States and one dependent territory of another State (France, Iraq, Japan, Malta, Switzerland, Gilbert and Ellice Islands), while its aims are generally understood in the curricula of 33 States and seven dependent territories of one of them (Argentina, Australia, Belgium, Byelorussian SSR, Bulgaria, Canada, Ceylon, Cyprus, Czechoslovakia, Denmark, Arab Republic of Egypt, Federal Republic of Germany, Hungary, Italy, Republic of Korea, New Zealand, Nigeria, Norway, Panama, Poland, Romania, Senegal, Syrian Arab Republic, Turkey, Ukrainian SSR, Uruguay, United States of America, USSR, Venezuela, Republic of Viet-Nam, Zambia, United Kingdom (Scotland, Northern Ireland, Guernsey, Falkland Islands, Gibraltar, Hong Kong, Seychelles, Solomon Islands)).

160. Certain States include teaching about their country's Constitution in their curricula, thus explaining individual rights and responsibilities, progressively leading to the rights as a member of the national, and in a larger sense, the international community.

161. Specifically, in 16 States and one dependent territory (Australia, Ceylon, Arab Republic of Egypt, France, Iraq, Japan, Republic of Korea, Malta, Nigeria, Norway, Poland, Romania, Senegal, Syrian Arab Republic, United Kingdom (Guernsey), Republic of Viet-Nam) children are taught about human rights at primary level, in 20 States and one dependent territory (Australia, Belgium, Ceylon, Arab Republic of Egypt, France, Federal Republic of Germany, Iraq, Japan, Republic of Korea, Malta, Nigeria, Norway, Poland, Romania, Senegal, Syrian Arab Republic, Ukrainian SSR, United Kingdom (Guernsey, Gilbert and Ellice Islands), Republic of Viet-Nam, Zambia) at secondary level, while 12 States (Australia, France, Federal Republic of Germany, Iraq, Japan, Republic of Korea, Malta, Norway, Romania, Senegal, Ukrainian SSR, Republic of Viet-Nam) deal with the subject in higher educational institutions, and at teacher-training colleges; eight States and one dependent territory (Australia, Ceylon, Japan, Malta, New Zealand, Nigeria, Norway, Poland, Gilbert and Ellice Islands) include human rights in the curricula.

162. Eight of the replies do not state at which level it is taught. States advise that the following subjects deal with human rights: social sciences, ethics, civics, geography, history, literature, music, art, philosophy, folklore, psychology, biology, natural history, science, ecology, hygiene, domestic science, chemistry, political science, economics and languages. Since several of the above-mentioned subjects are contained in the curricula of all the Member States replying to this chapter, it can be said that some of the principles of the Universal Declaration of Human Rights infiltrate the instruction of these States.

163. Reference to the United Nations and its Agencies is included in the curricula of 12 States and two dependent territories (Argentina, Australia, Belgium, Cyprus, Arab Republic of Egypt, France, Poland, Senegal, Syrian Arab Republic, Turkey, USSR, United Kingdom (Northern Ireland), Hong Kong, Solomon Islands). One country (Australia) even states that the United Nations flag is flown alongside those of other national flags over an important secondary school. Only four States, two of them parties to the Convention (Argentina, Belgium, Cyprus, Turkey) mention that United

Nations' Day is celebrated in their schools. Out-of-school activities are manifest in the promotion of international understanding in seven States parties to the Convention (Argentina, Bulgaria, Byelorussian SSR, Cyprus, Nigeria, Poland, USSR) where correspondence with students of other nations, international holiday camps, cultural centres, debates, exhibitions, projection of films, etc., are organized. In one country the Unesco Clubs have been prominent in implementing such activities. Three States, all of which are parties to the Convention (Bulgaria, Cyprus, Poland) reported activities in connexion with the "associated schools" programme of Unesco.

PART III

CONCLUSIONS AND RECOMMENDATIONS

A. General observations

164. The first general observation which the Committee would like to make concerns the number of reports received. Only 41 Member States replied to the second questionnaire within the allotted time. If the 14 reports received after 15 January 1972 are counted, the total number of replies is 54, 35 of which are from States parties to the Convention. These figures compare unfavourably with those of the first consultation which produced 71 replies, 61 of which were received in time for the Committee to study them - though admittedly the first consultation covered a longer period, having been extended for two years by the General Conference. Most of the replies received are from developed countries, particularly European countries (25 out of 33 Member States). On the other hand, the number of replies from Africa (eight out of 37 Member States) and Latin America (four out of 24 Member States) is extremely low. Convinced as it is of the importance attaching to the procedure for submitting and studying periodic reports on the application of the Convention and Recommendation, the Committee cannot conceal its concern about this situation. It deplores the fact that 71 Member States(1) failed to fulfil the obligations provided for in Article VIII of the Constitution and that furthermore 24 States - including one non-Member State - Parties to the Convention did not respect the undertaking to report into which they entered by virtue of Article 7 of that instrument.

165. The Committee's second observation concerns the disparity of the replies received. Thus, for example, certain States basing themselves on their legal provisions in force, confined themselves, in reply to the numerous and varied questions contained in Chapter I of the questionnaire, to denying the existence of any discrimination, but offered no explanations or statistics in support of their statements. Such replies, which seem to refer essentially to the de jure situation, make it impossible for the Committee to exercise its own judgement with respect to actual practice.

Other replies, on the contrary, after quoting the most recent constitutional or legislative provisions condemning discrimination and establishing equality before the law, go on to make a highly detailed analysis of the de facto situation in an effort to determine whether, despite legal equality, certain economic, social, geographical and other factors are not prejudicial to particular groups and do not result in a marked disproportion in attendance at educational establishments by the various elements of the population.

The value of such contributions cannot be over-stressed because they clarify problems which, like those of the democratization of education, the generalization of secondary education and equal access to higher education, are high on the list of Unesco's concerns.

166. The uneven character of the replies received led the Committee to take up the problem of its working methods themselves.

In the absence of a system providing, as in the case of instruments adopted by the International Labour Conference, that the reports submitted by States regarding application of such instruments should be communicated first of all to the competent national professional organizations, it seems difficult for the Committee itself to verify the information which is transmitted to it without entering into a whole process of correspondence with Member States, asking them, where necessary, for additional details and statistics. Indeed, exchanges of this kind do take place not only in the case of the Commission of Experts for the Application of the Conventions and Recommendations of ILO, but also in that of the Committee on the Elimination of Racial Discrimination mentioned in the Introduction. Additional information is requested of States whose replies seem insufficient, comments are sent to them and conclusions referring to them by name may appear in the reports of these two organs. Furthermore, the International Labour Organisation has recently established a procedure, known as the direct contact procedure, which makes it possible for an emissary of the Organization to visit the country concerned and obtain the missing information on the spot.

(1) The Organization now has 129 Member States. It was only after 15 January 1972, however, in other words after the time-limit set for submission of the reports, that Bahrain, the United Arab Emirates, Oman and Qatar became members of Unesco, raising the number of Member States from 125 to 129.

The limited time at the Committee's disposal and the fact that it was only able to meet once to study the replies received and draw up its report, prevented it from requesting further explanations from those States whose replies it found insufficient. The Committee considered methods whereby the Organization might establish more frequent and more individualized dialogue with the Member States. These methods are the subject of the recommendations given in the last part of the present chapter, concerning the regular examination of periodic reports on the application of the Convention and Recommendation.

167. The third observation of a general nature which the Committee wishes to make relates to the increasing extent to which States appear to be primarily concerned with the same problems. There are, of course, differences in the replies received, coinciding with differences in the degree of development of the various countries. Thus universal, free primary education remains one of the major problems for the developing countries. In several developed countries certain difficulties, particularly those relating to the remoteness of rural populations from teaching centres and the shortage of teachers, still prevent compulsory schooling from being fully observed. But it is principally towards the democratization of education and making it available to all at secondary and higher as well as primary level, and also towards the gradual application of the principle of life-long education, that many developed countries are now in a position to direct their future efforts.

168. A number of developing States have problems of a similar nature. The trends shown in this regard in a large number of the reports received coincide with the conclusions of certain regional conferences of ministers of education, such as those which the Vienna Conference in November 1967 expressed on equal access to higher education, or those adopted quite recently in Caracas on the democratization of education. They are in line, furthermore, with very important study and research activities foreseen in the Organization's programme.

169. In these circumstances, the Committee wonders whether the time has not come for the General Conference in accordance with the procedure envisaged in Article 6 of the Convention and Section VI of the Recommendation, to adopt recommendations defining the measures to be taken against the different forms of discrimination in education and for the purpose of ensuring equality of opportunity and treatment in education. The Committee has made a suggestion in this regard in the last part of its conclusions.

B. Application by Member States of the provisions of the Convention and Recommendation referred to in the four chapters of the questionnaires

170. In the present section the Committee wishes to draw conclusions that will be as clear as possible concerning the degree to which the provisions of the Convention and Recommendation referred to in the four chapters of the questionnaires are being observed. But it wishes to stress once again the fact that its judgements are based solely on the information transmitted to it by a minority of Member States. The figures quoted indicate the number of States which, so far as the replies received enable the Committee to judge, seem either to be applying or not to be applying particular provisions of the two instruments; but the insufficient information which characterizes some of the replies does not in any case mean that these provisions are not actually being observed by the States furnishing the replies in question.

I. Discrimination

171. Chapter I of the questionnaires distinguishes between legal provisions, regulations, practices and situations which constitute discrimination. With respect to the first and second of these, the Committee, after studying the replies received, found that there were no legal provisions or regulations of a discriminatory character in any of the countries or territories which replied.

The Committee does not consider as implying discrimination the specific legal provisions or regulations mentioned by four States, three of which are parties to the Convention, providing for the granting of preferential treatment to certain underprivileged groups of the population.

172. On the other hand, it became evident to the Committee that the actual situation in several countries did not always correspond to the legal situation. The Committee felt, however,

that certain practices and situations described in the replies received amounted not so much to discrimination as to inequalities of opportunity which should be dealt with under Chapter II of the questionnaire.

173. The Committee gave full attention to the procedures and systems for guidance, selection and promotion from one level or one type of education to another referred to in the replies of six Member States, four of which are parties to the Convention. The Committee did not find the information transmitted to be of such a nature as to lead to the conclusion that these procedures or systems involved discrimination.

174. In the information transmitted by 36 Member States on equality of treatment among nationals in regard to school fees, scholarships and other facilities, the Committee again found no evidence of practices constituting discrimination.

175. The Committee gave particular attention to situations caused by the existence of separate educational establishments or systems and also private educational establishments.

176. It took note of the information transmitted by 14 Member States, nine of which are parties to the Convention, to the effect that the conditions under which separate educational establishments for boys and girls operate in these States are in accordance with those laid down in the Convention and Recommendation. The Committee regretted however that it did not, in all cases, have statistics concerning the number of establishments reserved for children of each sex, and their respective enrolments.

177. The Committee also read with concern the information transmitted by the United States of America with regard to racial segregation practices which subsist in some States of the Union. Despite the struggle waged by the federal and many State authorities - a struggle which has led to the adoption of some highly important laws and judicial decisions - the existence of private education and the increase in the figures of enrolment of private schools makes it possible to practice varying degrees of racial segregation at the primary and secondary levels in certain States of the Union. The Committee noted with interest the efforts being made by the federal authorities to do away with these discriminatory practices.

II. Equality of opportunity and treatment

178. Chapter II of the questionnaires recalls that the achievement of equality of educational opportunity and treatment should be brought about progressively by means of methods appropriate to the circumstances and national usages. In other words, whereas Article 3 of the Convention and Section III of the Recommendation provide for the immediate elimination of all discrimination, the objectives defined in Article 4 and Section IV respectively may be pursued by long-term action.

179. In studying the information transmitted under this heading, the Committee endeavoured to judge the progress achieved and the obstacles met with in the action taken by Member States, particularly since the first consultation regarding application of the Convention and Recommendation.

180. In the following paragraphs the Committee sets out its conclusions in this regard, referring successively to the various objectives under consideration.

(a) Primary education

181. The Committee noted that it emerges from the information received that 32 Member States and five dependent territories have already instituted de jure free and compulsory primary education. It observed however, that effective implementation of the legal provisions relating to compulsory schooling was running into difficulties in several of those States and territories. The obstacles encountered are not confined to lack of resources in the developing countries since various developed States are faced with problems arising in connexion with the remoteness of outlying rural populations from school centres or the scarcity of teachers. The Committee took note of the various measures adopted recently or planned by a number of States and territories to overcome these difficulties.

182. The Committee hopes, moreover, that the question of making free and compulsory primary schooling universal will, in all those countries and territories where this objective has not yet been achieved in practice, form the subject of a detailed plan setting out what steps the governments concerned pledge themselves to take within a reasonable number of years - to be specified in the plan - in order to ensure full application of the principle of free and compulsory primary education for all. The Committee recalls that Article 14 of the International Covenant on Economic, Social and Cultural Rights contains an express provision to that effect, the text of which was proposed by the Director-General of Unesco.

(b) Secondary education

183. The Committee observed that, despite the numerous difficulties which still exist, the question of making secondary education available to all was the subject of plans which were being put into effect in several countries, including several developing countries, and that this had already led to the adoption of concrete measures. The Committee further took note of the firm desire expressed by several governments to develop and apply a national policy one of the objectives of which would be to ensure to all equal opportunity of access to secondary education.

(c) Higher education

184. The Committee noted with satisfaction the progress being made in the field of access to higher education. This progress was reflected in recent years not only by the creation of a large number of new higher educational establishments but also by an appreciable increase in enrolment at that level. However, the measures referred to by certain Member States involving regulations that restrict access to certain courses of study in higher education raise problems, possibly in regard to full achievement of equality of opportunity, the solution of which might well be the subject of study by the Unesco Secretariat.

185. Moreover, in line with the concern expressed by the European Ministers of Education at their meeting in Vienna in November 1967, several Member States have been striving to overcome the inequalities existing at present to the detriment of certain particular groups, particularly rural populations, and to bring about the democratization of education.

(d) Education of persons who have not received or have not completed primary education

186. The Committee noted that 28 of the States that replied to the questionnaire have drawn up national plans for literacy training, undertaken literacy campaigns, or adopted various measures with a view to enabling adults to complete their primary education. Furthermore, the Committee noted with satisfaction the concern on the part of various governments to enable adults to pursue their studies at the secondary and higher levels. It endorses the view expressed by several States in their replies that true education never ends and is not limited to a given period in life. The adult must continue to educate himself in all fields, including those of vocational and cultural education, adapt himself to new ideas and maintain a lively curiosity.

(e) Teacher training

187. Examination of the reports of 31 Member States and ten dependent territories of one Member State, revealed no evidence of discriminatory practices to the Committee. It recalls that in May 1970, the ILO/Unesco Committee of Experts on the application of the Recommendation concerning the Status of Teachers studied the reports of 70 States which dealt, among other things, with access to teacher training, and that it set out its conclusions on this topic in document CEART/11/1970/4. The Committee on Conventions and Recommendations in Education itself set out its observations and recommendations on the matter in its report to the Executive Board, dated 13 August 1970 (85 EX/3).

Conclusions

188. Comparing the reports examined during its present session with those received following the first consultation of Member States, the Committee has been struck by the importance attached by many governments in their latest replies to the promotion of equality of opportunity and treatment in education. It has noted with much interest their concern with certain factors, particularly those

of a social or cultural nature, which are preventing some groups of the population from enjoying equal opportunities of access and success at the various levels of education.

189. While admitting that the universal right to education is not yet fully implemented, particularly in working class and rural environments, the replies reveal an acute awareness of the problems which exist and a firm resolve to meet the educational aspirations of all young people and even to create conditions which will make life-long education possible for all sections of the population.

The measures already taken or planned for this purpose by the majority of Member States whose reports have been studied, represent, without any doubt, a great step forward.

190. The Committee noted that in most cases, the problems referred to are found in every State in spite of the differences between their economic or political systems or their degree of development. Similar situations thus give rise to certain general trends which in some cases have been defined in recently adopted legislation or statutes (Bulgaria, Denmark, Arab Republic of Egypt, France, Federal Republic of Germany, Italy, Netherlands, Poland, United States of America, Zambia), or incorporated in national development plans (Byelorussian SSR, Bulgaria, France, Federal Republic of Germany, Iraq, Italy, Republic of Korea, Nigeria, Poland, Senegal, Syrian Arab Republic, Turkey, United Kingdom (Scotland, Northern Ireland, Seychelles), Republic of Viet-Nam, Zambia). The problems most frequently reported appeared to the Committee to be the following:

the improvement and extension of education at all levels in rural areas (the reports in fact contain information about pre-primary, primary, secondary and higher education), either by the creation of new day or boarding establishments or by the restructuring of existing institutions;

combining primary education with the first stage of secondary education in a single unit (comprehensive school, collège d'enseignement secondaire, Gesamtschule) while reducing the length of traditional primary education, often by substituting observation or orientation years intended to defer selection for the second stage of secondary education;

prolonging the period of compulsory education, possibly even to include secondary vocational education;

the development of new secondary education structures through the establishment of more varied categories of education, open to people in employment as well, making it easier to pass from one type of education to another at the same level and thus offering greater opportunities of access to higher education;

increased financial or other assistance to aid those receiving higher education;

the establishment of facilities for complementary education leading towards the introduction of a continuous educational process.

191. Although the fact was less obvious because it was mentioned by a smaller number of States, the Committee also felt that education authorities in various countries were attempting to:

compensate for the social or cultural deficiences or handicaps of certain children by establishing pre-school educational services to prepare them for the demands of school (Italy, Poland, Federal Republic of Germany);

increase the scholastic and vocational guidance given to pupils from primary education onwards, so as to ensure a better use of individual abilities, but with the economic needs of the country also in mind (Argentina, Bulgaria, France, Federal Republic of Germany, India, Poland, Turkey);

develop in-service teacher training so as to improve the educational qualifications of teachers;

modify the content and methods of education to make them better adapted to modern life.

As already pointed out, it is particularly significant to note that the considerations underlying the policy of many Member States are in line with those which have led the Organization to concentrate in its programmes on the two priority problems of the democratization of education and the promotion of education as a life-long process.

III. Educational activities of national minorities

192. The Committee recalls that, as it has previously indicated in its report of 5 August 1968 (document 15 C/11, paragraph 85), "an examination of the 'travaux préparatoires' for the 1960 Instruments clearly shows that the various terms 'linguistic minorities', 'ethnic minorities' and 'national minorities' were carefully studied by those who drafted the Convention and Recommendation, who opted for the last term, leaving its interpretation to the State on whose territory these minorities live. It is quite clear, however, that the intention of the authors of the 1960 Instruments was to ensure the benefit of Article 5 (c) of the Convention and Section V (c) of the Recommendation to all indigenous groups who are in a minority in a given territory. Indeed it was solely the extension of the rights described in the aforementioned provisions to immigrant minorities which gave rise to certain objections".

193. The Committee is convinced that the possibility of using the mother tongue in teaching is an important factor in the equality of treatment of pupils. This being so, it attaches especial importance to the implementation of the provisions of the Convention and Recommendation which define the minimum educational activities which national minorities must be able to carry on. The Committee also thinks it appropriate to recall that the International Covenant on Civil and Political Rights adopted by the General Assembly of the United Nations on 16 December 1966 recognized, in its turn, in Article 27, the right of persons belonging to ethnic, religious or linguistic minorities to enjoy their own culture in community with the other members of their group and to use their own language.

194. The Committee noted that the vast majority of States which answered the consultation on this point have national minorities or different linguistic groups and that, generally speaking, these minorities or groups are able to receive an education in their own language or to learn that language. The Committee noted, however, that there was a contradiction between the information in the latest report submitted by Nigeria, which denies the existence of national minorities, and the information in the reply sent by this State to the first questionnaire (ref. 15 C/10 Add.) which stated that "Nigeria, as a multilingual country with a federal system of government contains national minorities". The Committee would have welcomed further explanations and assurances that Nigeria, which is a party to the Convention, is implementing the provisions of this instrument in respect of the various linguistic groups of its population.

195. The replies received demonstrate that States have varying ideas about the extent of their obligations concerning the educational activities of minorities. Some countries are content simply to provide for the mother tongue itself to be taught but most of them provide for it to be used as the regular vehicle of instruction when a given number of pupils from minority groups requires it (15 in Hungary, 40 in India, etc.).

196. The important matter of the parents' right to choose, wherever they may be living, the language in which their children are taught and, consequently, the school to which they go is raised by Belgium, a bilingual country, which refers to a recent decision of an international court without indicating the source. The Committee believes that the decision in question is that of the European Court of Human Rights, dated 23 July 1968. This decision states, among other things, that legislation preventing certain children from attending the French-speaking schools existing in six communes on the outskirts of Brussels solely on the grounds of the parents' domicile would not be in conformity with Article 14 of the European Convention on Human Rights and with Article 2 of its first Protocol, which deal respectively with the prohibition of discrimination and the right to education. Belgium indicates in its report that the situation has been rectified and that parents in the Brussels region have been given the freedom to choose the language in which their children are taught.

197. The replies received also show a diversity of opinion about the level up to which education should continue to be given in the mother tongue. Belgium is afraid that the lack of a German-language teacher-training college or university within its frontiers might be thought a discriminatory measure whereas other States seem to limit education in the mother tongue to either the

primary or the secondary level. In a small number of States and territories, which might usefully be asked to provide further information, it seems that such education exists only at the secondary level. While stressing the importance of providing education in the mother tongue right from the start of education, the Committee notes that the provisions of the Convention and Recommendation are drafted in general terms and refer to the educational policy of each State.

198. The Committee would have welcomed further information from the Syrian Arab Republic and Switzerland, which are not yet parties to the Convention.

199. It appears from the Swiss reply that, with the exception of the Canton of Berne, the minority linguistic groups in the various cantons do not have schools in their own language. The Committee would have liked to know at least whether steps are taken to enable pupils belonging to these groups to learn their mother tongue as provided in the Recommendation.

IV. Aims of education

200. The Committee noted the statements of 39 Member States which replied to this section of the questionnaire and which all declare that the aims of the education they provide are in conformity with those laid down in Article 5.1 (a) of the Convention and Section V (a) of the Recommendation.

The Committee thinks it appropriate in this context to recall resolution XX adopted by the International Conference on Human Rights at Teheran in 1968, which "invites Unesco to develop its programmes aimed at making children aware, from the time they start school, of respect for the dignity and rights of man and at making the principles of the Universal Declaration prevail at all levels of education, particularly in institutions of higher learning where the future cadres are trained". A similar invitation is addressed to States.

201. The Committee also wishes to draw the attention of Member States to Recommendation No. 64 concerning Education for International Understanding as an Integral Part of the Curriculum and Life of the School, adopted on 9 July 1968 by the International Conference on Public Education. The Committee considers that this instrument makes a very important contribution to defining the methods which Member States ought to introduce into their educational systems to ensure the implementation of the aims and principles laid down in Article 6 of the Convention and Section VI of the Recommendation.

202. The reports examined by the Committee do not mention any particular difficulties met with by Member States in implementing the above-mentioned texts.

The Committee nevertheless thinks it appropriate to recall that both the World Confederation of Organizations of the Teaching Profession and the World Federation of Teachers' Unions, which at Unesco's request investigated the teaching of human rights in 1967 and 1968 respectively, concluded that one of the major difficulties encountered was the virtual non-existence of special teacher training for the purpose.

It would be wise to take these difficulties into account in drawing up the curricula for teacher-training colleges in all countries.

C. Recommendations of the Committee

203. The general conclusion to which the Committee has come after its study of the reports is encouraging: considerable progress has been made since the first consultation towards applying the right of education for all; and energetic measures have been taken to eliminate age-old discriminatory practices and the prejudices on which they were based. As already recommended in its report 15 C/11 dated 5 August 1968, the Committee is of the opinion that the Organization should publicize the achievements of certain countries in pursuing the aims of the two instruments, and this is certainly true of the progress made and the efforts undertaken since 1968.

204. A further recommendation already made by the Committee in its previous report still seems valid. This aimed at establishing a closer connexion between the general educational action of the Organization and the full implementation of the Convention and Recommendation by Member States - which implies that the various sectors of the Secretariat and other bodies concerned should

make use of the results of the work carried out in connexion with the implementation of the Convention and Recommendation in planning educational policy. The similarity - to which the Committee has already drawn attention - between certain of the areas of concern reflected in the reports received and in those of the Conferences of Vienna in 1967 and Caracas in 1971 demonstrates that the regional conferences of Ministers of Education can and must make a great contribution to achieving the objectives of the two instruments. Consequently, the Committee noted with satisfaction that in the Draft Programme and Budget for 1973-1974 (document 17 C/5), submitted for examination by the Executive Board, the activities concerning the implementation of the Convention and Recommendation are included under Part II, Sub-Chapter 1.1, "Planning and financing of education", which also covers educational policy programmes, in particular the holding of ministerial conferences.

205. The Committee also wishes to emphasize the importance it attaches to the procedure by which periodic reports on the implementation of the two instruments are presented by Member States and examined by the General Conference. The small number of reports received from certain regions leads the Committee to renew a suggestion already made in its previous report, viz. that the services of national or foreign consultants be made available to countries wishing to receive suggestions on how to solve the problems encountered by them in implementing the Convention or Recommendation.

The Committee considers it all the more necessary to renew this recommendation in view of the fact that it has noted that the lack of qualified staff, expressly mentioned in one report, sometimes made it difficult for certain States or territories to reply to all the questions asked. The Committee envisages that the Organization, at the request of the States concerned, would send consultants who, with the assistance of national institutions of higher education, could study the practices and situations which might give rise to discrimination in education and define the difficulties hindering their eradication and the measures which should be undertaken with a view to implementing the right to education for all and thereby making possible the full development of the human resources of the countries concerned. The Committee recommends that the Secretariat of Unesco should consult Member States, with a view to submitting formal proposals on this matter, if appropriate, to the General Conference at its eighteenth session.

206. The Committee also feels that the impressive scale of the efforts recently made by many Member States in the field of equality of opportunity and treatment in education, as revealed in the replies to the questionnaire, supports the considerable volume of study and research on these subjects already being undertaken in the execution of the programme. Should these result in proposals to the Executive Board and if appropriate to the General Conference at its eighteenth session with a view to the international regulation of various carefully selected questions, the Committee draws attention to the fact that the Convention and Recommendation already envisage such a development and provide specifically for it in Article 6 of the Convention and Section VI of the Recommendation.

207. As the General Conference emphasized, it is an essential function of an international organization to be aware of how far its Member States are implementing the conventions which it has adopted, and are giving effect to its recommendations. The procedure for the submission and examination of periodic reports on the implementation of the 1960 instruments has so far yielded excellent results in so far as Member States have furnished them. But the Committee must point out that the number of Member States who have replied to the questionnaire has diminished rather than increased. It has therefore reviewed its method of work and considers that this procedure could be considerably improved if the period between consultations were to be increased from four to six years. It believes that in order to establish more direct and individualized contact between the body responsible for the first examination of the reports and the Member States from which the reports come, this body should meet at least twice: once in order to consider the in-coming reports and decide what further information Member States should be asked to provide should the initial data appear insufficient, and a second time in order to study the documentation received in its entirety and draw up the final report. Considering the time needed for the preparation of new questionnaires, the compilation and examination of reports and the requesting and transmission of supplementary information, the Committee feels that the General Conference should not examine the new periodic reports of Member States on their implementation of the 1960 instruments until its twentieth session in 1978.

In the Committee's view it would be better not to draw up a third questionnaire for this new consultation. The Director-General's letter to States inviting them to submit reports should be in general terms and should indicate that the information required relates to all steps taken by them to give effect to the Convention or the Recommendation, and to the difficulties encountered in implementing these instruments. Copies of the present report would be enclosed for information. Should the General Conference have taken the necessary action to make available to countries that so desired the consultants referred to in paragraph 205 the circular letter should draw the attention of Member States to the facilities thus placed at their disposal.

208. The Committee accordingly recommends that the next consultation of Member States and consideration of their new reports by the General Conference should observe the following methods and be subject to the following conditions:

(i) The General Conference should firmly remind Member States that submission of periodic reports on their implementation of the 1960 Instruments is a constitutional obligation; furthermore, it should remind States parties to the Convention that they have entered into a legal undertaking, under the terms of Article 7 of that instrument, to submit such reports periodically to the General Conference;

(ii) At the end of 1974 or the beginning of 1975 Member States should be invited to send the Organization new periodic reports, within ten months at most;

(iii) The Committee would meet to examine the reports during 1976. It would decide what extra information should be asked for from States whose initial data appeared insufficient or contradictory, and would give the Secretariat all necessary instructions for continuing the consultation;

(iv) The Committee would meet again towards the end of 1977 or at the beginning of 1978 to study all documentation received and to draft its report;

(v) The Executive Board would comment on this report in 1978, and the report and comments would then be transmitted to the General Conference, whose task it would be to consider the matter at its twentieth session.

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REPORTS OF MEMBER STATES ON THE IMPLEMENTATION OF THE CONVENTION AND RECOMMENDATION AGAINST DISCRIMINATION IN EDUCATION: DRAFT OF THE SECOND REPORT OF THE COMMITTEE ON CONVENTIONS AND RECOMMENDATIONS IN EDUCATION

ANNEXES A to E

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION
ORGANIZACIÓN DE LAS NACIONES UNIDAS PARA LA EDUCACIÓN, LA CIENCIA Y LA CULTURA
ORGANISATION DES NATIONS UNIES POUR L'ÉDUCATION, LA SCIENCE ET LA CULTURE
ОРГАНИЗАЦИЯ ОБЪЕДИНЕННЫХ НАЦИЙ ПО ВОПРОСАМ ОБРАЗОВАНИЯ, НАУКИ И КУЛЬТУРЫ

Convention against discrimination in education, adopted by the General Conference at its eleventh session, Paris, 14 December 1960

Convención relativa a la lucha contra las discriminaciones en la esfera de la enseñanza, aprobada por la Conferencia General en su undécima reunión, París, 14 de diciembre de 1960

Convention concernant la lutte contre la discrimination dans le domaine de l'enseignement, adoptée par la Conférence générale à sa onzième session, Paris, 14 décembre 1960

Конвенция о борьбе с дискриминацией в области образования, принятая Генеральной конференцией на ее одиннадцатой сессии в Париже, 14 декабря 1960 г.

CONVENTION AGAINST DISCRIMINATION IN EDUCATION

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris from 14 November to 15 December 1960, at its eleventh session,

Recalling that the Universal Declaration of Human Rights asserts the principle of non-discrimination and proclaims that every person has the right to education,

Considering that discrimination in education is a violation of rights enunciated in that Declaration,

Considering that, under the terms of its Constitution, the United Nations Educational, Scientific and Cultural Organization has the purpose of instituting collaboration among the nations with a view to furthering for all universal respect for human rights and equality of educational opportunity,

Recognizing that, consequently, the United Nations Educational, Scientific and Cultural Organization, while respecting the diversity of national educational systems, has the duty not only to proscribe any form of discrimination in education but also to promote equality of opportunity and treatment for all in education,

Having before it proposals concerning the different aspects of discrimination in education, constituting item 17.1.4 of the agenda of the session,

Having decided at its tenth session that this question should be made the subject of an international convention as well as of recommendations to Member States,

Adopts this Convention on the fourteenth day of December 1960.

ARTICLE 1

1. For the purposes of this Convention, the term "discrimination" includes any distinction, exclusion, limitation or preference which, being based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education and in particular:

a. Of depriving any person or group of persons of access to education of any type or at any level;

b. Of limiting any person or group of persons to education of an inferior standard;

c. Subject to the provisions of Article 2 of this Convention, of establishing or maintaining separate educational systems or institutions for persons or groups of persons; or

CONVENCIÓN RELATIVA A LA LUCHA CONTRA LAS DISCRIMINACIONES EN LA ESFERA DE LA ENSEÑANZA

La Conferencia General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura, en su undécima reunión, celebrada en París, del 14 de noviembre al 15 de diciembre de 1960,

Recordando que la Declaración Universal de Derechos Humanos afirma el principio de que no deben establecerse discriminaciones y proclama el derecho de todos a la educación,

Considerando que las discriminaciones en la esfera de la enseñanza constituyen una violación de derechos enunciados en la Declaración Universal de Derechos Humanos,

Considerando que, según lo previsto en su Constitución, la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura se propone instituir la cooperación entre las naciones a fin de asegurar el respeto universal de los derechos humanos y una igualdad de posibilidades de educación,

Consciente de que, en consecuencia, incumbe a la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura, con el debido respeto a la diversidad de los sistemas educativos nacionales, no sólo proscribir todas las discriminaciones en la esfera de la enseñanza, sino también procurar la igualdad de posibilidades y de trato para todas las personas en esa esfera,

Habiendo recibido propuestas sobre los diferentes aspectos de las discriminaciones en la enseñanza, cuestión que constituye el punto 17.1.4 del orden del día de la reunión,

Después de haber decidido, en su décima reunión, que esta cuestión sería objeto de una convención internacional y de recomendaciones a los Estados Miembros,

Aprueba hoy, catorce de diciembre de 1960, la presente Convención.

ARTÍCULO 1

1. A los efectos de la presente Convención, se entiende por "discriminación" toda distinción, exclusión, limitación o preferencia, fundada en la raza, el color, el sexo, el idioma, la religión, las opiniones políticas o de cualquier otra índole, el origen nacional o social, la posición económica o el nacimiento, que tenga por finalidad o por efecto destruir o alterar la igualdad de trato en la esfera de la enseñanza y, en especial:

a. Excluir a una persona o a un grupo del acceso a los diversos grados y tipos de enseñanza;

b. Limitar a un nivel inferior la educación de una persona o de un grupo;

c. A reserva de lo previsto en el artículo 2 de la presente Convención, instituir o mantener sistemas o establecimientos de enseñanza separados para personas o grupos; o

CONVENTION CONCERNANT LA LUTTE CONTRE LA DISCRIMINATION DANS LE DOMAINE DE L'ENSEIGNEMENT

La Conférence générale de l'Organisation des Nations Unies pour l'éducation, la science et la culture, réunie à Paris du 14 novembre au 15 décembre 1960, en sa onzième session,

Rappelant que la Déclaration universelle des droits de l'homme affirme le principe de la non-discrimination et proclame le droit de toute personne à l'éducation,

Considérant que la discrimination dans le domaine de l'enseignement constitue une violation de droits énoncés dans cette déclaration,

Considérant qu'aux termes de son Acte constitutif, l'Organisation des Nations Unies pour l'éducation, la science et la culture se propose d'instituer la collaboration des nations afin d'assurer pour tous le respect universel des droits de l'homme et une chance égale d'éducation,

Consciente qu'il incombe en conséquence à l'Organisation des Nations Unies pour l'éducation, la science et la culture, dans le respect de la diversité des systèmes nationaux d'éducation, non seulement de proscrire toute discrimination en matière d'enseignement mais également de promouvoir l'égalité de chance et de traitement pour toutes personnes dans ce domaine,

Étant saisie de propositions concernant les différents aspects de la discrimination dans l'enseignement, question qui constitue le point 17.1.4 de l'ordre du jour de la session,

Après avoir décidé, lors de sa dixième session, que cette question ferait l'objet d'une convention internationale ainsi que de recommandations aux États membres,

Adopte, ce quatorzième jour de décembre 1960, la présente convention.

ARTICLE PREMIER

1. Aux fins de la présente convention, le terme "discrimination" comprend toute distinction, exclusion, limitation ou préférence qui, fondée sur la race, la couleur, le sexe, la langue, la religion, l'opinion politique ou toute autre opinion, l'origine nationale ou sociale, la condition économique ou la naissance, a pour objet ou pour effet de détruire ou d'altérer l'égalité de traitement en matière d'enseignement et, notamment :

a. D'écarter une personne ou un groupe de l'accès aux divers types ou degrés d'enseignement;

b. De limiter à un niveau inférieur l'éducation d'une personne ou d'un groupe;

c. Sous réserve de ce qui est dit à l'article 2 de la présente convention, d'instituer ou de maintenir des systèmes ou des établissements d'enseignement séparés pour des personnes ou des groupes; ou

КОНВЕНЦИЯ О БОРЬБЕ С ДИСКРИМИНАЦИЕЙ В ОБЛАСТИ ОБРАЗОВАНИЯ

Генеральная конференция Организации объединенных наций по вопросам образования, науки и культуры, собравшаяся в Париже на одиннадцатую сессию и заседавшая с 14 ноября по 15 декабря 1960 г.,

Напоминая, что Всеобщая декларация прав человека утверждает принцип недопустимости дискриминации и провозглашает право каждого человека на образование,

Принимая во внимание, что дискриминация в области образования является нарушением прав, изложенных в этой декларации,

Принимая во внимание, что в силу своего Устава Организация объединенных наций по вопросам образования, науки и культуры стремится установить сотрудничество между нациями для того, чтобы обеспечить повсеместно соблюдение прав человека и равный для всех доступ к образованию,

Признавая, следовательно, что Организация объединенных наций по вопросам образования, науки и культуры, исходя из многообразия систем образования, принятых в отдельных странах, должна не только устранять всякую дискриминацию в области образования, но и поощрять всеобщее равенство возможностей и равное ко всем отношение в этой области,

Получив предложения, касающиеся различных аспектов дискриминации в области образования, т.е. вопроса, включенного в пункт 17.1.4 повестки дня сессии,

Принимая во внимание принятое на десятой сессии решение о том, что этот вопрос явится предметом международной конвенции, а также рекомендаций государствам-членам,

Принимает четырнадцатого декабря 1960 года настоящую Конвенцию.

СТАТЬЯ 1

1. В настоящей Конвенции выражение «дискриминация» охватывает всякое различие, исключение, ограничение или предпочтение по признаку расы, цвета кожи, пола, языка, религии, политических или иных убеждений, национального или социального происхождения, экономического положения или рождения, которое имеет целью или следствием уничтожение или нарушение равенства отношения в области образования, и, в частности:

a. Закрытие для какого-либо лица или группы лиц доступа к образованию любой ступени или типа;

b. Ограничение образования для какого-либо лица или группы лиц низшим уровнем образования;

c. Создание или сохранение раздельных систем образования или учебных заведений для каких-либо лиц или группы лиц, помимо случаев, предусмотренных положением Статьи 2 настоящей Конвенции; или

d. Of inflicting on any person or group of persons conditions which are incompatible with the dignity of man.

2. For the purposes of this Convention, the term "education" refers to all types and levels of education, and includes access to education, the standard and quality of education, and the conditions under which it is given.

ARTICLE 2

When permitted in a State, the following situations shall not be deemed to constitute discrimination, within the meaning of Article 1 of this Convention:

a. The establishment or maintenance of separate educational systems or institutions for pupils of the two sexes, if these systems or institutions offer equivalent access to education, provide a teaching staff with qualifications of the same standard as well as school premises and equipment of the same quality, and afford the opportunity to take the same or equivalent courses of study;

b. The establishment or maintenance, for religious or linguistic reasons, of separate educational systems or institutions offering an education which is in keeping with the wishes of the pupil's parents or legal guardians, if participation in such systems or attendance at such institutions is optional and if the education provided conforms to such standards as may be laid down or approved by the competent authorities, in particular for education of the same level;

c. The establishment or maintenance of private educational institutions, if the object of the institutions is not to secure the exclusion of any group but to provide educational facilities in addition to those provided by the public authorities, if the institutions are conducted in accordance with that object, and if the education provided conforms with such standards as may be laid down or approved by the competent authorities, in particular for education of the same level.

ARTICLE 3

In order to eliminate and prevent discrimination within the meaning of this Convention, the States Parties thereto undertake:

a. To abrogate any statutory provisions and any administrative instructions and to discontinue any administrative practices which involve discrimination in education;

b. To ensure, by legislation where necessary, that there is no discrimination in the admission of pupils to educational institutions;

c. Not to allow any differences of treatment by the public authorities between nationals, except on the basis of merit or need, in the matter of school fees

d. Colocar a una persona o a un grupo en una situación incompatible con la dignidad humana.

2. A los efectos de la presente Convención, la palabra "enseñanza" se refiere a la enseñanza en sus diversos tipos y grados, y comprende el acceso a la enseñanza, el nivel y la calidad de ésta y las condiciones en que se da.

ARTÍCULO 2

En el caso de que el Estado las admita, las situaciones siguientes no serán consideradas como constitutivas de discriminación en el sentido del artículo 1 de la presente Convención:

a. La creación o el mantenimiento de sistemas o establecimientos de enseñanza separados para los alumnos de sexo masculino y para los de sexo femenino, siempre que esos sistemas o establecimientos ofrezcan facilidades equivalentes de acceso a la enseñanza, dispongan de un personal docente igualmente calificado, así como de locales escolares y de un equipo de igual calidad y permitan seguir los mismos programas de estudio o programas equivalentes;

b. La creación o el mantenimiento, por motivos de orden religioso o lingüístico, de sistemas o establecimientos separados que proporcionen una enseñanza conforme a los deseos de los padres o tutores legales de los alumnos, si la participación en esos sistemas o la asistencia a esos establecimientos es facultativa y si la enseñanza en ellos proporcionada se ajusta a las normas que las autoridades competentes puedan haber fijado o aprobado, particularmente para la enseñanza del mismo grado;

c. La creación o el mantenimiento de establecimientos de enseñanza privados, siempre que la finalidad de esos establecimientos no sea la de lograr la exclusión de cualquier grupo sino la de añadir nuevas posibilidades de enseñanza a las que proporciona el poder público, y siempre que funcionen de conformidad con esa finalidad, y que la enseñanza dada corresponda a las normas que hayan podido prescribir o aprobar las autoridades competentes, particularmente para la enseñanza del mismo grado.

ARTÍCULO 3

A fin de eliminar o prevenir cualquier discriminación en el sentido que se da a esta palabra en la presente Convención, los Estados Partes se comprometen a:

a. Derogar todas las disposiciones legislativas y administrativas y abandonar todas las prácticas administrativas que entrañen discriminaciones en la esfera de la enseñanza;

b. Adoptar las medidas necesarias, inclusive disposiciones legislativas, para que no se haga discriminación alguna en la admisión de los alumnos en los establecimientos de enseñanza;

c. No admitir, en lo concerniente a los gastos de matrícula, la adjudicación de becas o cualquier otra forma de ayuda a los alumnos, ni en la concesión de permisos y facilidades que puedan ser necesarios para la continuación de los estudios en el extranjero,

d. De placer une personne ou un groupe dans une situation incompatible avec la dignité de l'homme.

2. Aux fins de la présente convention, le mot "enseignement" vise les divers types et les différents degrés de l'enseignement et recouvre l'accès à l'enseignement, son niveau et sa qualité, de même que les conditions dans lesquelles il est dispensé.

ARTICLE 2

Lorsqu'elles sont admises par l'État, les situations suivantes ne sont pas considérées comme constituant des discriminations au sens de l'article premier de la présente convention :

a. La création ou le maintien de systèmes ou d'établissements d'enseignement séparés pour les élèves des deux sexes, lorsque ces systèmes ou établissements présentent des facilités d'accès à l'enseignement équivalentes, disposent d'un personnel enseignant possédant des qualifications de même ordre, ainsi que de locaux scolaires et d'un équipement de même qualité, et permettent de suivre les mêmes programmes d'études ou des programmes d'études équivalents ;

b. La création ou le maintien, pour des motifs d'ordre religieux ou linguistique, de systèmes ou d'établissements séparés dispensant un enseignement qui correspond au choix des parents ou tuteurs légaux des élèves, si l'adhésion à ces systèmes ou la fréquentation de ces établissements demeure facultative et si l'enseignement dispensé est conforme aux normes qui peuvent avoir été prescrites ou approuvées par les autorités compétentes, en particulier pour l'enseignement du même degré ;

c. La création ou le maintien d'établissements d'enseignement privés, si ces établissements ont pour objet non d'assurer l'exclusion d'un groupe quelconque mais d'ajouter aux possibilités d'enseignement qu'offrent les pouvoirs publics, si leur fonctionnement répond à cet objet et si l'enseignement dispensé est conforme aux normes qui peuvent avoir été prescrites ou approuvées par les autorités compétentes, en particulier pour l'enseignement du même degré.

ARTICLE 3

Aux fins d'éliminer et de prévenir toute discrimination au sens de la présente convention, les États qui y sont parties s'engagent à :

a. Abroger toutes dispositions législatives et administratives et à faire cesser toutes pratiques administratives qui comporteraient une discrimination dans le domaine de l'enseignement ;

b. Prendre les mesures nécessaires, au besoin par la voie législative, pour qu'il ne soit fait aucune discrimination dans l'admission des élèves dans les établissements d'enseignement ;

c. N'admettre, en ce qui concerne les frais de scolarité, l'attribution de bourses et toute autre forme d'aide aux élèves, l'octroi des autorisations et facilités qui peuvent être nécessaires pour la poursuite des études

d. положение, несовместимое с достоинством человека, в которое ставится какое-либо лицо или группа лиц.

2. В настоящей Конвенции слово «образование» относится ко всем типам и ступеням образования и включает доступ к образованию, уровень и качество обучения, а также условия, в которых оно ведется.

СТАТЬЯ 2

Следующие положения не рассматриваются как дискриминация с точки зрения Статьи 1 настоящей Конвенции, если они допускаются в отдельных государствах:

a. Создание или сохранение раздельных систем образования или учебных заведений для учащихся разного пола в тех случаях, когда эти системы или заведения обеспечивают равный доступ к образованию, когда их преподавательский состав имеет одинаковую квалификацию, когда они располагают помещениями и оборудованием равного качества и позволяют проходить обучение по одинаковым программам;

b. Создание или сохранение по мотивам религиозного или языкового характера раздельных систем образования или учебных заведений, дающих образование, соответствующее выбору родителей или законных опекунов учащихся, в тех случаях, когда включение в эти системы или поступление в эти заведения является добровольным и если даваемое ими образование соответствует нормам, предписанным или утвержденным компетентными органами образования, в частности в отношении образования одной и той же ступени;

c. Создание или сохранение частных учебных заведений в тех случаях, когда их целью является не исключение какой-либо группы, а лишь дополнение возможностей образования, предоставляемых государством, при условии, что их деятельность действительно отвечает вышеуказанной цели и что даваемое ими образование соответствует нормам, предписанным или утвержденным компетентными органами образования, в частности, в отношении норм образования одной и той же ступени.

СТАТЬЯ 3

В целях ликвидации или предупреждения дискриминации, подпадающей под определение, данное в настоящей Конвенции, государства, являющиеся сторонами этой последней, обязуются:

a. Отменить все законодательные постановления и административные распоряжения и прекратить административную практику дискриминационного характера в области образования;

b. Принять, если нужно, в законодательном порядке меры, необходимые для того, чтобы устранить всякую дискриминацию при приеме учащихся в учебные заведения;

c. Не допускать в том, что касается платы за обучение, предоставления стипендий и любой другой помощи учащимся, а также разрешений и льгот, которые могут быть необходимы для продолжения

and the grant of scholarships or other forms of assistance to pupils and necessary permits and facilities for the pursuit of studies in foreign countries;

d. Not to allow, in any form of assistance granted by the public authorities to educational institutions, any restrictions or preference based solely on the ground that pupils belong to a particular group;

e. To give foreign nationals resident within their territory the same access to education as that given to their own nationals.

ARTICLE 4

The States Parties to this Convention undertake furthermore to formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education and in particular:

a. To make primary education free and compulsory; make secondary education in its different forms generally available and accessible to all; make higher education equally accessible to all on the basis of individual capacity; assure compliance by all with the obligation to attend school prescribed by law;

b. To ensure that the standards of educaton are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent;

c. To encourage and intensify by appropriate methods the education of persons who have not received any primary education or who have not completed the entire primary education course and the continuation of their education on the basis of individual capacity;

d. To provide training for the teaching profession without discrimination.

ARTICLE 5

1. The States Parties to this Convention agree that:

a. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace;

b. It is essential to respect the liberty of parents and, where applicable, of legal guardians, firstly tochoose for their children institutions other than those maintained by the public authorities but conforming to such minimum educational standards as may be laid down or approved by the competent authorities and, secondly, to ensure in a manner consistent with the procedures followed in the State for the application of its legislation, the religious and moral education of the children in conformity with their own convictions; and no person or group of persons

ninguna diferencia de trato entre nacionales por los poderes públicos, salvo las fundadas en el mérito o las necesidades ;

d. No admitir, en la ayuda, cualquiera que sea la forma que los poderes públicos puedan prestar a los establecimientos de enseñanza, ninguna preferencia ni restricción fundadas únicamente en el hecho de que los alumnos pertenezcan a un grupo determinado;

e. Conceder, a los súbditos extranjeros residentes en su territorio, el acceso a la enseñanza en las mismas condiciones que a sus propios nacionales.

ARTÍCULO 4

Los Estados Partes en la presente Convención se comprometen, además, a formular, desarrollar y aplicar una política nacional encaminada a promover, por métodos adecuados a las circunstancias y las prácticas nacionales, la igualdad de posibilidades y de trato en la esfera de la enseñanza y, en especial, a :

a. Hacer obligatoria y gratuita la enseñanza primaria, generalizar y hacer accesible a todos la enseñanza secundaria en sus diversas formas; hacer accesible a todos, en condiciones de igualdad total y según la capacidad de cada uno, la enseñanza superior; velar por el cumplimiento por todos de la obligación escolar prescrita por la ley;

b. Mantener en todos los establecimientos públicos del mismo grado una enseñanza del mismo nivel y condiciones equivalentes en cuanto se refiere a la calidad de la enseñanza proporcionada;

c. Fomentar e intensificar, por métodos adecuados, la educación de las personas que no hayan recibido instrucción primaria o que no la hayan recibido en su totalidad, y permitirles que continúen sus estudios en función de sus aptitudes ;

d. Velar por que, en la preparación para la profesión docente, no existan discriminaciones.

ARTÍCULO 6

1. Los Estados Partes en la presente Convención convienen:

a. En que la educación debe tender al pleno desenvolvimiento de la personalidad humana y a reforzar el respeto de los derechos humanos y de las libertades fundamentales, y que debe fomentar la comprensión, la tolerancia y la amistad entre todas las naciones y todos los grupos raciales o religiosos, y el desarrollo de las actividades de las Naciones Unidas para el mantenimiento de la paz ;

b. En que debe respetarse la libertad de los padres o, en su caso, de los tutores legales, 1.º de elegir para sus hijos establecimientos de enseñanza que no sean los mantenidos por los poderes públicos, pero que respeten las normas mínimas que puedan fijar o aprobar las autoridades competentes, y 2.º de dar a sus hijos, según las modalidades de aplicación que determine la legislación de cada Estado, la educación religiosa y moral conforme a sus propias convicciones; en que, además, no debe obligarse a

à l'étranger, aucune différence de traitement entre nationaux par les pouvoirs publics, sauf celles fondées sur le mérite ou les besoins ;

d. N'admettre, dans l'aide éventuellement fournie, sous quelque forme que ce soit, par les autorités publiques aux établissements d'enseignement, aucune préférence ni restriction fondées uniquement sur le fait que les élèves appartiennent à un groupe déterminé;

e. Accorder aux ressortissants étrangers résidant sur leur territoire le même accès à l'enseignement qu'à leurs propres nationaux.

ARTICLE 4

Les États parties à la présente convention s'engagent en outre à formuler, à développer et à appliquer une politique nationale visant à promouvoir, par des méthodes adaptées aux circonstances et aux usages nationaux, l'égalité de chance et de traitement en matière d'enseignement, et notamment à :

a. Rendre obligatoire et gratuit l'enseignement primaire; généraliser et rendre accessible à tous l'enseignement secondaire sous ses diverses formes; rendre accessible à tous, en pleine égalité, en fonction des capacités de chacun, l'enseignement supérieur; assurer l'exécution par tous de l'obligation scolaire prescrite par la loi;

b. Assurer dans tous les établissements publics de même degré un enseignement de même niveau et des conditions équivalentes en ce qui concerne la qualité de l'enseignement dispensé;

c. Encourager et intensifier par des méthodes appropriées l'éducation des personnes qui n'ont pas reçu d'instruction primaire ou qui ne l'ont pas reçue jusqu'à son terme, et leur permettre de poursuivre leurs études en fonction de leurs aptitudes;

d. Assurer sans discrimination la préparation à la profession enseignante.

ARTICLE 5

1. Les États parties à la présente convention conviennent :

a. Que l'éducation doit viser au plein épanouissement de la personnalité humaine et au renforcement du respect des droits de l'homme et des libertés fondamentales et qu'elle doit favoriser la compréhension, la tolérance et l'amitié entre toutes les nations et tous les groupes raciaux ou religieux, ainsi que le développement des activités des Nations Unies pour le maintien de la paix;

b. Qu'il importe de respecter la liberté des parents et, le cas échéant, des tuteurs légaux : 1° de choisir pour leurs enfants des établissements autres que ceux des pouvoirs publics, mais conformes aux normes minimums qui peuvent être prescrites ou approuvées par les autorités compétentes; et 2° de faire assurer, selon les modalités d'application propres à la législation de chaque État, l'éducation religieuse et morale des enfants conformément à

образования за границей, никаких различий в отношении к учащимся — гражданам данной страны со стороны государственных органов, кроме различий, основанных на их успехах или потребностях;

d. Не допускать — в случаях, когда государственные органы предоставляют учебным заведениям те или иные виды помощи — никаких предпочтений или ограничений, основанных исключительно на принадлежности учащихся к какой-либо определенной группе;

e. Предоставлять иностранным гражданам, проживающим на их территории, такой же доступ к образованию, что и своим гражданам.

СТАТЬЯ 4

Государства, являющиеся сторонами настоящей Конвенции, обязуются, кроме того, разрабатывать, развивать и проводить в жизнь общегосударственную политику, использующую соответствующие национальным условиям и обычаям методы для осуществления равенства возможностей и отношения в области образования, и, в частности:

a. Сделать начальное образование обязательным и бесплатным; сделать среднее образование в различных его формах всеобщим достоянием и обеспечить его общедоступность; сделать высшее образование доступным для всех на основе полного равенства и в зависимости от способностей каждого; обеспечить соблюдение предусмотренной законом обязательности обучения;

b. Обеспечить во всех государственных учебных заведениях равной ступени одинаковый уровень образования и равные условия в отношении качества обучения;

c. Поощрять и развивать подходящими методами образование лиц, не получивших начального образования или не закончивших его, и продолжение их образования в соответствии со способностями каждого;

d. Обеспечить без дискриминации подготовку к преподавательской профессии.

СТАТЬЯ 5

1. Государства, являющиеся сторонами настоящей Конвенции, считают, что:

a. Образование должно быть направлено на полное развитие человеческой личности и на большее уважение прав человека и основных свобод; оно должно содействовать взаимопониманию, терпимости и дружбе между всеми народами и всеми расовыми или религиозными группами, а также развитию деятельности Организации Объединенных Наций по поддержанию мира;

b. Родители и, в соответствующих случаях, законные опекуны должны иметь возможность, во-первых, в рамках, определенных законодательством каждого государства, свободно посылать своих детей не в государственные, а в другие учебные заведения, отвечающие минимальным требованиям, предписанным или утвержденным компетентными органами образования, и, во-вторых, обеспечивать религиозное и моральное воспитание детей в соответствии с их собственными убеждениями;

should be compelled to receive religious instruction inconsistent with his or their convictions;

c. It is essential to recognize the right of members of national minorities to carry on their own educational activities, including the maintenance of schools and, depending on the educational policy of each State, the use or the teaching of their own language, provided however:

(i) That this right is not exercised in a manner which prevents the members of these minorities from understanding the culture and language of the community as a whole and from participating in its activities, or which prejudices national sovereignty;

(ii) That the standard of education is not lower than the general standard laid down or approved by the competent authorities; and

(iii) That attendance at such schools is optional.

2. The States Parties to this Convention undertake to take all necessary measures to ensure the application of the principles enunciated in paragraph 1 of this Article.

ARTICLE 6

In the application of this Convention, the States Parties to it undertake to pay the greatest attention to any recommendations hereafter adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization defining the measures to be taken against the different forms of discrimination in education and for the purpose of ensuring equality of opportunity and treatment in education.

ARTICLE 7

The States Parties to this Convention shall in their periodic reports submitted to the General Conference of the United Nations Educational, Scientific and Cultural Organization on dates and in a manner to be determined by it, give information on the legislative and administrative provisions which they have adopted and other action which they have taken for the application of this Convention, including that taken for the formulation and the development of the national policy defined in Article 4 as well as the results achieved and the obstacles encountered in the application of that policy.

ARTICLE 8

Any dispute which may arise between any two or more States Parties to this Convention concerning the interpretation or application of this Convention, which is not settled by negociation shall at the request of the parties to the dispute be referred, failing other means of settling the dispute, to the International Court of Justice for decision.

ningún individuo o grupo a recibir una instrucción religiosa incompatible con sus convicciones;

c. En que debe reconocerse a los miembros de las minorías nacionales el derecho a ejercer las actividades docentes que les sean propias, entre ellas la de establecer y mantener escuelas y, según la política de cada Estado en materia de educación, emplear y enseñar su propio idioma, siempre y cuando:

(i) Ese derecho no se ejerza de manera que impida a los miembros de las minorías comprender la cultura y el idioma del conjunto de la colectividad y tomar parte en sus actividades, ni que comprometa la soberanía nacional;

(ii) El nivel de enseñanza en estas escuelas no sea inferior al nivel general prescrito o aprobado por las autoridades competentes; y

(iii) La asistencia a tales escuelas sea facultativa.

2. Los Estados Partes en la presente Convención se comprometen a tomar todas las disposiciones necesarias para garantizar la aplicación de los principios enunciados en el párrafo 1 de este artículo.

ARTÍCULO 6

Los Estados Partes en la presente Convención se comprometen a prestar, en la aplicación de la misma, la mayor atención a las recomendaciones que pueda aprobar la Conferencia General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura con el fin de definir las medidas que hayan de adoptarse para luchar contra los diversos aspectos de las discriminaciones en la enseñanza y conseguir la igualdad de posibilidades y de trato en esa esfera.

ARTÍCULO 7

Los Estados Partes en la presente Convención deberán indicar, en informes periódicos que habrán de someter a la Conferencia General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura, en las fechas y en la forma que ésta determine, las disposiciones legislativas o reglamentarias, y las demás medidas que hubieren adoptado para aplicar la presente Convención, inclusive las que hubieren adoptado para formular y desarrollar la política nacional definida en el artículo 4, los resultados obtenidos y los obstáculos que hayan encontrado en su aplicación.

ARTÍCULO 8

Cualquier controversia entre dos o varios Estados Partes en la presente Convención respecto a su interpretación o aplicación que no se hubiere resuelto mediante negociaciones, se someterá, a petición de las partes en la controversia, a la Corte Internacional de Justicia para que resuelva al respecto, a falta de otro procedimiento para resolver la controversia.

leurs propres convictions ; qu'en outre, aucune personne ni aucun groupe ne devraient être contraints de recevoir une instruction religieuse incompatible avec leurs convictions ;

c. Qu'il importe de reconnaître aux membres des minorités nationales le droit d'exercer des activités éducatives qui leur soient propres, y compris la gestion d'écoles et, selon la politique de chaque État en matière d'éducation, l'emploi ou l'enseignement de leur propre langue, à condition toutefois :

(i) Que ce droit ne soit pas exercé d'une manière qui empêche les membres des minorités de comprendre la culture et la langue de l'ensemble de la collectivité et de prendre part à ses activités, ou qui compromette la souveraineté nationale;

(ii) Que le niveau de l'enseignement dans ces écoles ne soit pas inférieur au niveau général prescrit ou approuvé par les autorités compétentes; et

(iii) Que la fréquentation de ces écoles soit facultative.

2. Les États parties à la présente convention s'engagent à prendre toutes les mesures nécessaires pour assurer l'application des principes énoncés au paragraphe 1 du présent article.

ARTICLE 6

Dans l'application de la présente convention, les États qui y sont parties s'engagent à accorder la plus grande attention aux recommandations que la Conférence générale de l'Organisation des Nations Unies pour l'éducation, la science et la culture pourra adopter en vue de définir les mesures à prendre pour lutter contre les divers aspects de la discrimination dans l'enseignement et assurer l'égalité de chance et de traitement.

ARTICLE 7

Les États parties à la présente convention devront indiquer dans des rapports périodiques qu'ils présenteront à la Conférence générale de l'Organisation des Nations Unies pour l'éducation, la science et la culture, aux dates et sous la forme qu'elle déterminera, les dispositions législatives et réglementaires et les autres mesures qu'ils auront adoptées pour l'application de la présente convention, y compris celles prises pour formuler et développer la politique nationale définie à l'article 4 ainsi que les résultats obtenus et les obstacles rencontrés dans sa mise en œuvre.

ARTICLE 8

Tout différend entre deux ou plusieurs États parties à la présente convention touchant l'interprétation ou l'application de la présente convention qui n'aura pas été réglé par voie de négociations sera porté, à la requête des parties au différend, devant la Cour internationale de justice pour qu'elle statue à son sujet, à défaut d'autre procédure de solution du différend.

никому в отдельности и ни одной группе лиц, взятой в целом, не следует навязывать религиозное воспитание, не совместимое с их убеждениями;

c. За лицами, принадлежащими к национальным меньшинствам, следует признавать право вести собственную просветительную работу, включая руководство школами, и, в соответствии с политикой в области образования каждого государства, использовать или преподавать свой собственный язык, при условии, однако, что:

(i) Осуществление этого права не мешает лицам, принадлежащим к меньшинствам, понимать культуру и язык всего коллектива и участвовать в его деятельности, и что оно не подрывает суверенитета страны;

(ii) Уровень образования в такого рода школах не ниже общего уровня, предписанного или утвержденного компетентными органами; и

(iii) Посещение такого рода школ является факультативным.

2. Государства, являющиеся сторонами настоящей Конвенции, обязуются принять все необходимые меры, чтобы обеспечить применение принципов, изложенных в пункте 1 настоящей статьи.

СТАТЬЯ 6

При применении настоящей Конвенции государства, являющиеся ее сторонами, обязуются в возможно большей мере учитывать рекомендации, которые Генеральная конференция Организации объединенных наций по вопросам образования, науки и культуры может принять в целях определения мер борьбы с различными аспектами дискриминации в области образования и мер по обеспечению равенства возможностей и отношения в этой области.

СТАТЬЯ 7

Государства, являющиеся сторонами настоящей Конвенции, должны сообщать в периодических докладах, которые они будут представлять Генеральной конференции Организации объединенных наций по вопросам образования, науки и культуры в сроки и в форме, которые будут установлены Конференцией, о законодательных, административных и других мерах, принятых ими для осуществления настоящей Конвенции, в частности, о выработке и развитии общегосударственной политики, упомянутой в Статье 4, о достигнутых результатах и о препятствиях, на которые натолкнулось претворение этой политики в жизнь.

СТАТЬЯ 8

Если между двумя или несколькими государствами, являющимися сторонами настоящей Конвенции, возникнут разногласия по вопросу о ее толковании или применении и если эти разногласия не будут урегулированы путем переговоров, они будут переданы, по просьбе сторон, Международному суду для вынесения решения в том случае, если не окажется других средств урегулирования разногласий.

ARTICLE 9

Reservations to this Convention shall not be permitted.

ARTICLE 10

This Convention shall not have the effect of diminishing the rights which individuals or groups may enjoy by virtue of agreements concluded between two or more States, where such rights are not contrary to the letter or spirit of this Convention.

ARTICLE 11

This Convention is drawn up in English, French, Russian and Spanish, the four texts being equally authoritative.

ARTICLE 12

1. This Convention shall be subject to ratification or acceptance by States Members of the United Nations Educational, Scientific and Cultural Organization in accordance with their respective constitutional procedures.

2. The instruments of ratification or acceptance shall be deposited with the Director-General of the United Nations Educational, Scientific and Cultural Organization.

ARTICLE 13

1. This Convention shall be open to accession by all States not Members of the United Nations Educational, Scientific and Cultural Organization which are invited to do so by the Executive Board of the Organization.

2. Accession shall be effected by the deposit of an instrument of accession with the Director-General of the United Nations Educational, Scientific and Cultural Organization.

ARTICLE 14

This Convention shall enter into force three months after the date of the deposit of the third instrument of ratification, acceptance or accession, but only with respect to those States which have deposited their respective instruments on or before that date. It shall enter into force with respect to any other State three months after the deposit of its instrument of ratification, acceptance or accession.

ARTICLE 15

The States Parties to this Convention recognize that the Convention is applicable not only to their metropolitan territory but also to all non-self-governing, trust, colonial and other territories for the inter-

ARTÍCULO 9

No se admitirá ninguna reserva a la presente Convención.

ARTÍCULO 10

La presente Convención no tendrá por efecto menoscabar los derechos de que disfruten los individuos o los grupos en virtud de acuerdos concertados entre dos o más Estados, siempre que esos derechos no sean contrarios a la letra o al espíritu de la presente Convención.

ARTÍCULO 11

La presente Convención ha sido redactada en español, francés, inglés y ruso; los cuatro textos son igualmente auténticos.

ARTÍCULO 12

1. La presente Convención será sometida a los Estados Miembros de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura, para su ratificación o aceptación de conformidad con sus respectivos procedimientos constitucionales.

2. Los instrumentos de ratificación o de aceptación serán depositados en poder del Director General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura.

ARTÍCULO 13

1. La presente Convención estará abierta a la adhesión de cualquier Estado que no sea miembro de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura y que sea invitado a adherirse a ella por el Consejo Ejecutivo de la Organización.

2. La adhesión se hará mediante el depósito de un instrumento de adhesión en poder del Director General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura.

ARTÍCULO 14

La presente Convención entrará en vigor tres meses después de la fecha en que se deposite el tercer instrumento de ratificación, aceptación o adhesión, pero únicamente respecto de los Estados que hubieren depositado sus respectivos instrumentos de ratificación, aceptación o adhesión en esa fecha o anteriormente. Asimismo, entrará en vigor respecto de cada uno de los demás Estados tres meses después del depósito de su instrumento de ratificación, aceptación o adhesión.

ARTÍCULO 15

Los Estados Partes en la presente Convención reconocen que ésta es aplicable no sólo en su territorio metropolitano, sino también en todos aquellos territorios no autónomos, en fideicomiso, coloniales o

ARTICLE 9

Il ne sera admis aucune réserve à la présente convention.

ARTICLE 10

La présente convention n'a pas pour effet de porter atteinte aux droits dont peuvent jouir des individus ou des groupes en vertu d'accords conclus entre deux ou plusieurs États, à condition que ces droits ne soient contraires ni à la lettre, ni à l'esprit de la présente convention.

ARTICLE 11

La présente convention est établie en anglais, en espagnol, en français et en russe, les quatre textes faisant également foi.

ARTICLE 12

1. La présente convention sera soumise à la ratification ou à l'acceptation des États membres de l'Organisation des Nations Unies pour l'éducation, la science et la culture, conformément à leurs procédures constitutionnelles respectives.

2. Les instruments de ratification ou d'acceptation seront déposés auprès du Directeur général de l'Organisation des Nations Unies pour l'éducation, la science et la culture.

ARTICLE 13

1. La présente convention est ouverte à l'adhésion de tout État non membre de l'Organisation des Nations Unies pour l'éducation, la science et la culture invité à y adhérer par le Conseil exécutif de l'Organisation.

2. L'adhésion se fera par le dépôt d'un instrument d'adhésion auprès du Directeur général de l'Organisation des Nations Unies pour l'éducation, la science et la culture.

ARTICLE 14

La présente convention entrera en vigueur trois mois après la date du dépôt du troisième instrument de ratification, d'acceptation ou d'adhésion, mais uniquement à l'égard des États qui auront déposé leurs instruments respectifs de ratification, d'acceptation ou d'adhésion à cette date ou antérieurement. Elle entrera en vigueur pour chaque autre État trois mois après le dépôt de son instrument de ratification, d'acceptation ou d'adhésion.

ARTICLE 15

Les États parties à la présente convention reconnaissent que celle-ci est applicable non seulement à leur territoire métropolitain, mais aussi à tous les territoires non autonomes, sous tutelle, coloniaux et autres

СТАТЬЯ 9

Никакие оговорки к настоящей Конвенции не допускаются.

СТАТЬЯ 10

Настоящая Конвенция не ущемляет прав, которыми могут пользоваться отдельные лица или группы в силу соглашений, заключенных между двумя или несколькими государствами, при условии, что эти права не идут вразрез с буквой или с духом Конвенции.

СТАТЬЯ 11

Настоящая Конвенция составлена на английском, испанском, русском и французском языках, причем все четыре текста имеют равную силу.

СТАТЬЯ 12

1. Настоящая Конвенция подлежит ратификации или принятию государствами-членами Организации объединенных наций по вопросам образования, науки и культуры в порядке, предусмотренном их конституциями.

2. Ратификационные грамоты или акты о принятии сдаются на хранение Генеральному директору Организации объединенных наций по вопросам образования, науки и культуры.

СТАТЬЯ 13

1. К настоящей Конвенции может присоединиться любое государство, не состоящее членом Организации объединенных наций по вопросам образования, науки и культуры, которое получит от Исполнительного совета приглашение присоединиться к ней.

2. Присоединение происходит путем сдачи акта о присоединении на хранение Генеральному директору Организации объединенных наций по вопросам образования, науки и культуры.

СТАТЬЯ 14

Настоящая Конвенция вступит в силу через три месяца со дня сдачи на хранение третьей ратификационной грамоты или акта о принятии или присоединении, но лишь в отношении тех государств, которые сдали на хранение свои акты о ратификации, принятии или присоединении в указанный день или ранее. В отношении любого другого государства Конвенция вступает в силу через три месяца после того, как оно сдало на хранение свой акт о ратификации, принятии или присоединении.

СТАТЬЯ 15

Государства, являющиеся сторонами настоящей Конвенции, признают, что ее действие распространяется не только на территории их метрополии, но и на все несамоуправляющиеся, подопечные, коло-

national relations of which they are responsible; they undertake to consult, if necessary, the governments or other competent authorities of these territories on or before ratification, acceptance or accession with a view to securing the application of the Convention to those territories, and to notify the Director-General of the United Nations Educational, Scientific and Cultural Organization of the territories to which it is accordingly applied, the notification to take effect three months after the date of its receipt.

ARTICLE 16

1. Each State Party to this Convention may denounce the Convention on its own behalf or on behalf of any territory for whose international relations it is responsible.

2. The denunciation shall be notified by an instrument in writing, deposited with the Director-General of the United Nations Educational, Scientific and Cultural Organization.

3. The denunciation shall take effect twelve months after the receipt of the instrument of denunciation.

ARTICLE 17

The Director-General of the United Nations Educational, Scientific and Cultural Organization shall inform the States Members of the Organization, the States not members of the Organization which are referred to in Article 13, as well as the United Nations, of the deposit of all the instruments of ratification, acceptance and accession provided for in Articles 12 and 13, and of the notifications and denunciations provided for in Articles 15 and 16 respectively.

ARTICLE 18

1. This Convention may be revised by the General Conference of the United Nations Educational, Scientific and Cultural Organization. Any such revision shall, however, bind only the States which shall become Parties to the revising convention.

2. If the General Conference should adopt a new convention revising this Convention in whole or in part, then, unless the new convention otherwise provides, this Convention shall cease to be open to ratification, acceptance or accession as from the date on which the new revising convention enters into force.

ARTICLE 19

In conformity with Article 102 of the Charter of the United Nations, this Convention shall be registered with the Secretariat of the United Nations at the

cualesquiera otros cuyas relaciones internacionales tengan a su cargo. Los Estados Partes se comprometen a consultar, si fuera necesario, al gobierno o demás autoridades competentes de esos territorios, antes o en el momento de la ratificación, aceptación o adhesión, para obtener la aplicación de la Convención a esos territorios, y a notificar al Director General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura, a qué territorios se aplicará la Convención, notificación que surtirá efecto tres meses después de recibida.

ARTÍCULO 16

1. Todo Estado Parte en la presente Convención tendrá la facultad de denunciarla en su propio nombre o en el de cualquier territorio cuyas relaciones internacionales tenga a su cargo.

2. La denuncia será notificada mediante un instrumento escrito que se depositará en poder del Director General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura.

3. La denuncia surtirá efecto doce meses después de la fecha de recibo del correspondiente instrumento de denuncia.

ARTÍCULO 17

El Director General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura informará a los Estados Miembros de la Organización, a los Estados no miembros a que se refiere el artículo 13 y a las Naciones Unidas, del depósito de cualquiera de los instrumentos de ratificación, aceptación o adhesión a que se refieren los artículos 12 y 13, así como de las notificaciones y denuncias previstas en los artículos 15 y 16 respectivamente.

ARTÍCULO 18

1. La presente Convención podrá ser revisada por la Conferencia General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura. No obstante, la revisión no obligará sino a los Estados que lleguen a ser Partes en la convención revisada.

2. En el caso de que la Conferencia General aprobara una nueva convención que constituya una revisión total o parcial de la presente Convención, y a menos que la nueva convención disponga otra cosa, la presente Convención dejará de estar abierta a la ratificación, la aceptación o la adhesión desde la fecha de entrada en vigor de la nueva convención revisada.

ARTÍCULO 19

De conformidad con el artículo 102 de la Carta de las Naciones Unidas, la presente Convención será registrada en la Secretaría de las Naciones Unidas a

dont ils assurent les relations internationales; ils s'engagent à consulter, si nécessaire, les gouvernements ou autres autorités compétentes desdits territoires, au moment de la ratification, de l'acceptation ou de l'adhésion, ou auparavant, en vue d'obtenir l'application de la convention à ces territoires, ainsi qu'à notifier au Directeur général de l'Organisation des Nations Unies pour l'éducation, la science et la culture les territoires auxquels la convention s'appliquera, cette notification devant prendre effet trois mois après la date de sa réception.

ARTICLE 16

1. Chacun des États parties à la présente convention aura la faculté de dénoncer la présente convention en son nom propre ou au nom de tout territoire dont il assure les relations internationales.

2. La dénonciation sera notifiée par un instrument écrit déposé auprès du Directeur général de l'Organisation des Nations Unies pour l'éducation, la science et la culture.

3. La dénonciation prendra effet douze mois après réception de l'instrument de dénonciation.

ARTICLE 17

Le Directeur général de l'Organisation des Nations Unies pour l'éducation, la science et la culture informera les États membres de l'Organisation, les États non membres visés à l'article 13, ainsi que l'Organisation des Nations Unies, du dépôt de tous les instruments de ratification, d'acceptation ou d'adhésion mentionnés aux articles 12 et 13, de même que des notifications et dénonciations respectivement prévues aux articles 15 et 16.

ARTICLE 18

1. La présente convention pourra être revisée par la Conférence générale de l'Organisation des Nations Unies pour l'éducation, la science et la culture. La revision ne liera cependant que les États qui deviendront parties à la convention portant revision.

2. Au cas où la Conférence générale adopterait une nouvelle convention portant revision totale ou partielle de la présente convention, et à moins que la nouvelle convention n'en dispose autrement, la présente convention cesserait d'être ouverte à la ratification, à l'acceptation ou à l'adhésion à partir de la date d'entrée en vigueur de la nouvelle convention portant revision.

ARTICLE 19

Conformément à l'article 102 de la Charte des Nations Unies, la présente convention sera enregistrée au Secrétariat des Nations Unies à la requête du Directeur

ниальные и другие территории, за внешние сношения которых они несут ответственность; они обязуются консультироваться, если необходимо, с правительствами или с компетентными властями указанных территорий в момент ратификации, принятия или присоединения, или еще ранее, чтобы обеспечить осуществление Конвенции на этих территориях, а также нотифицировать Генерального директора Организации объединенных наций по вопросам образования, науки и культуры о территориях, на которых Конвенция будет осуществляться. Эта нотификация вступает в силу через три месяца после ее получения.

СТАТЬЯ 16

1. Каждое государство, являющееся стороной настоящей Конвенции, может ее денонсировать от своего имени или от имени любой территории, за внешние сношения которой оно несет ответственность.

2. Денонсация нотифицируется письменным актом, который сдается Генеральному директору Организации объединенных наций по вопросам образования, науки и культуры.

3. Денонсация вступает в силу через двенадцать месяцев после получения акта о денонсации.

СТАТЬЯ 17

Генеральный директор Организации объединенных наций по вопросам образования, науки и культуры сообщает государствам-членам Организации, государствам, не состоящим членами Организации, упомянутым в Статье 13, а также Организации Объединенных Наций, о сдаче на хранение всех актов о ратификации, принятии или присоединении, упомянутых в Статьях 12 и 13, а также о нотификациях и денонсациях, указанных в Статьях 15 и 16.

СТАТЬЯ 18

1. Настоящая Конвенция может быть пересмотрена Генеральной конференцией Организации объединенных наций по вопросам образования, науки и культуры. Однако ее пересмотренный текст будет обязывать лишь те государства, которые станут сторонами пересмотренной Конвенции.

2. В случае, если Генеральная конференция примет новую Конвенцию в результате полного или частичного пересмотра настоящей Конвенции и если новая Конвенция не будет содержать других указаний, настоящая Конвенция будет закрыта для ратификации, принятия или присоединения со дня вступления в силу новой Конвенции, содержащей пересмотренный текст.

СТАТЬЯ 19

Согласно статье 102 Устава Организации Объединенных Наций, настоящая Конвенция будет зарегистрирована в Секретариате Организации Объ-

request of the Director-General of the United Nations Educational, Scientific and Cultural Organization.

Done in Paris, this fifteenth day of December 1960, in two authentic copies bearing the signatures of the President of the eleventh session of the General Conference and of the Director-General of the United Nations Educational, Scientific and Cultural Organization, which shall be deposited in the archives of the United Nations Educational, Scientific and Cultural Organization, and certified true copies of which shall be delivered to all the States referred to in Articles 12 and 13 as well as to the United Nations.

The foregoing is the authentic text of the Convention duly adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization during its eleventh session, which was held in Paris and declared closed the fifteenth day of December 1960.

IN FAITH WHEREOF we have appended our signatures this fifteenth day of December 1960.

The President of the General Conference

AKALE-WORK ABTE-WOLD

The Director-General

VITTORINO VERONESE

Certified copy
Paris,

Legal Adviser
of the United Nations Educational,
Scientific and Cultural Organization

petición del Director General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura.

Hecho en París, el quince de diciembre de 1960, en dos ejemplares auténticos, firmados por el Presidente de la undécima reunión de la Conferencia General, y por el Director General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura, ejemplares que quedarán depositados en los archivos de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura y de los que se enviarán copias certificadas conformes a todos los Estados a que se hace referencia en los artículos 12 y 13, así como a las Naciones Unidas.

Lo anterior es el texto auténtico de la Convención aprobada en buena y debida forma por la Conferencia General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura, en su undécima reunión, celebrada en París y terminada el quince de diciembre de 1960.

EN FE DE LO CUAL estampan sus firmas, en este día quince de diciembre de 1960,

El Presidente de la Conferencia General

AKALE-WORK ABTE-WOLD

El Director General

VITTORINO VERONESE

Copia certificada conforme
París,

Consejero jurídico
de la Organización de las Naciones Unidas
para la Educación, la Ciencia y la Cultura

général de l'Organisation des Nations Unies pour l'éducation, la science et la culture.

Fait à Paris, le quinze décembre 1960, en deux exemplaires authentiques portant la signature du Président de la Conférence générale, réunie en sa onzième session, et du Directeur général de l'Organisation des Nations Unies pour l'éducation, la science et la culture, qui seront déposés dans les archives de l'Organisation des Nations Unies pour l'éducation, la science et la culture et dont les copies certifiées conformes seront remises à tous les États visés aux articles 12 et 13 ainsi qu'à l'Organisation des Nations Unies.

Le texte qui précède est le texte authentique de la convention dûment adoptée par la Conférence générale de l'Organisation des Nations Unies pour l'éducation, la science et la culture à sa onzième session, qui s'est tenue à Paris et qui a été déclarée close le quinzième jour de décembre 1960.

EN FOI DE QUOI ont apposé leur signature, ce quinzième jour de décembre 1960,

Le Président de la Conférence générale

AKALE-WORK ABTE-WOLD

Le Directeur général

VITTORINO VERONESE

Copie certifiée conforme
Paris,

Conseiller juridique
de l'Organisation des Nations Unies
pour l'éducation, la science et la culture

единенных Наций по просьбе Генерального директора Организации объединенных наций по вопросам образования, науки и культуры.

Составлено в Париже, пятнадцатого декабря 1960 года в двух аутентичных экземплярах за подписью Председателя Генеральной конференции, собравшейся на одиннадцатую сессию, и Генерального директора Организации объединенных наций по вопросам образования, науки и культуры; эти экземпляры будут сданы на хранение в архив Организации объединенных наций по вопросам образования, науки и культуры и надлежащим образом заверенные копии их будут направлены всем государствам, указанным в Статьях 12 и 13, а также Организации Объединенных Наций.

Приведенный выше текст является подлинным текстом Конвенции, надлежащим образом принятой Генеральной конференцией Организации объединенных наций по вопросам образования, науки и культуры на ее одиннадцатой сессии, состоявшейся в Париже и закончившейся пятнадцатого декабря 1960 г.

В УДОСТОВЕРЕНИЕ ЧЕГО, настоящую Конвенцию подписали сего пятнадцатого декабря 1960 г.

Председатель Генеральной конференции

AKALE-WORK ABTE-WOLD

Генеральный директор

VITTORINO VERONESE

Заверенная копия
Париж,

Юрисконсульт Организации
объединенных наций по вопросам
образования, науки и культуры

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION
ORGANIZACIÓN DE LAS NACIONES UNIDAS PARA LA EDUCACIÓN, LA CIENCIA Y LA CULTURA
ORGANISATION DES NATIONS UNIES POUR L'ÉDUCATION, LA SCIENCE ET LA CULTURE
ОРГАНИЗАЦИЯ ОБЪЕДИНЕННЫХ НАЦИЙ ПО ВОПРОСАМ ОБРАЗОВАНИЯ, НАУКИ И КУЛЬТУРЫ

Recommendation against discrimination in education, adopted by the General Conference at its eleventh session, Paris, 14 December 1960

Recomendación relativa a la lucha contra las discriminaciones en la esfera de la enseñanza, aprobada por la Conferencia General en su undécima reunión, París, 14 de diciembre de 1960

Recommandation concernant la lutte contre la discrimination dans le domaine de l'enseignement, adoptée par la Conférence générale à sa onzième session, Paris, 14 décembre 1960

Рекомендация о борьбе с дискриминацией в области образования, принятая Генеральной конференцией на ее одиннадцатой сессии в Париже, 14 декабря 1960 г.

RECOMMENDATION AGAINST DISCRIMINATION IN EDUCATION

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris from 14 November to 15 December 1960, at its eleventh session,

Recalling that the Universal Declaration of Human Rights asserts the principle of non-discrimination and proclaims that every person has the right to education,

Considering that discrimination in education is a violation of rights enunciated in that Declaration,

Considering that, under the terms of its Constitution, the United Nations Educational, Scientific and Cultural Organization has the purpose of instituting collaboration among the nations with a view to furthering for all universal respect for human rights and equality of educational opportunity,

Recognizing that, consequently, the United Nations Educational, Scientific and Cultural Organization, while respecting the diversity of the national educational systems, has the duty not only to proscribe any form of discrimination in education but also to promote equality of opportunity and treatment for all in education,

Having before it proposals concerning the different aspects of discrimination in education, constituting item 17.1.4 of the agenda of the session,

Having decided at its tenth session that this question should be made the subject of an international convention as well as of recommendations to Member States,

Adopts this Recommendation on the fourteenth day of December 1960.

The General Conference recommends that Member States should apply the following provisions by taking whatever legislative or other steps may be required to give effect, within their respective territories, to the principles set forth in this Recommendation.

I

1. For the purposes of this Recommendation, the term "discrimination" includes any distinction, exclusion, limitation or preference which, being based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education and in particular:

a. Of depriving any person or group of persons of access to education of any type or at any level;

RECOMENDACIÓN RELATIVA A LA LUCHA CONTRA LAS DISCRIMINACIONES EN LA ESFERA DE LA ENSEÑANZA

La Conferencia General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura, en su undécima reunión, celebrada en París, del 14 de noviembre al 15 de diciembre de 1960,

Recordando que la Declaración Universal de Derechos Humanos afirma el principio de que no deben establecerse discriminaciones y proclama el derecho de todos a la educación,

Considerando que la discriminación en la esfera de la enseñanza constituye una violación de derechos enunciados en la Declaración Universal de Derechos Humanos,

Considerando que, según lo previsto en su Constitución, la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura se propone instituir la cooperación entre las naciones a fin de asegurar el respeto universal de los derechos humanos y una igualdad de posibilidades de educación,

Consciente de que, en consecuencia, incumbe a la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura, con el debido respeto a la diversidad de los sistemas educativos nacionales, no sólo proscribir todas las discriminaciones en la esfera de la enseñanza, sino también procurar la igualdad de posibilidades y de trato para todas las personas en esa esfera,

Habiendo recibido propuestas sobre los diferentes aspectos de las discriminaciones en la enseñanza, cuestión que constituye el punto 17.1.4 del orden del día de la reunión,

Después de haber decidido, en su décima reunión, que esta cuestión sería objeto de una convención internacional y de recomendaciones a los Estados Miembros,

Aprueba hoy, catorce de diciembre de 1960, la presente Recomendación.

La Conferencia General recomienda a los Estado, Miembros que apliquen las disposiciones siguientes, adoptando, ya sea por ley o en cualquier otra forma las medidas necesarias para dar efecto, en los territorios bajo su jurisdicción, a los principios formulados en la presente recomendación.

I

1. A los efectos de la presente Recomendación, se entiende por "discriminación" toda distinción, exclusión, limitación o preferencia, fundada en la raza, el color, el sexo, el idioma, la religión, las opiniones políticas o de cualquier otra índole, el origen nacional o social, la posición económica o el nacimiento, que tenga por finalidad o por efecto destruir o alterar la igualdad de trato en la esfera de la enseñanza y, en especial:

a. Excluir a una persona o a un grupo del acceso a los diversos grados y tipos de enseñanza;

RECOMMANDATION CONCERNANT LA LUTTE CONTRE LA DISCRIMINATION DANS LE DOMAINE DE L'ENSEIGNEMENT

La Conférence générale de l'Organisation des Nations Unies pour l'éducation, la science et la culture, réunie à Paris du 14 novembre au 15 décembre 1960, en sa onzième session,

Rappelant que la Déclaration universelle des droits de l'homme affirme le principe de la non-discrimination et proclame le droit de toute personne à l'éducation,

Considérant que la discrimination dans le domaine de l'enseignement constitue une violation de droits énoncés dans cette déclaration,

Considérant qu'aux termes de son Acte constitutif, l'Organisation des Nations Unies pour l'éducation, la science et la culture se propose d'instituer la collaboration des nations afin d'assurer pour tous le respect universel des droits de l'homme et une chance égale d'éducation,

Consciente qu'il incombe en conséquence à l'Organisation des Nations Unies pour l'éducation, la science et la culture, dans le respect de la diversité des systèmes nationaux d'éducation, non seulement de proscrire toute discrimination en matière d'enseignement, mais également de promouvoir l'égalité de chance et de traitement pour toutes personnes dans ce domaine,

Étant saisie de propositions concernant les différents aspects de la discrimination dans l'enseignement, question qui constitue le point 17.1.4 de l'ordre du jour de la session,

Après avoir décidé, lors de sa dixième session, que cette question ferait l'objet d'une convention internationale ainsi que de recommandations aux États membres,

Adopte, ce quatorzième jour de décembre 1960, la présente recommandation.

La Conférence générale recommande aux États membres d'appliquer les dispositions ci-après en adoptant, sous forme de loi nationale ou autrement, des mesures en vue de donner effet, dans les territoires sous leur juridiction, aux principes formulés dans la présente recommandation.

I

1. Aux fins de la présente recommandation, le terme "discrimination" comprend toute distinction, exclusion, limitation ou préférence qui, fondée sur la race, la couleur, le sexe, la langue, la religion, l'opinion politique ou toute autre opinion, l'origine nationale ou sociale, la condition économique ou la naissance, a pour objet ou pour effet de détruire ou d'altérer l'égalité de traitement en matière d'enseignement et, notamment :

a. **D'écarter une personne ou un groupe de l'accès aux divers types ou degrés d'enseignement;**

РЕКОМЕНДАЦИЯ О БОРЬБЕ С ДИСКРИМИНАЦИЕЙ В ОБЛАСТИ ОБРАЗОВАНИЯ

Генеральная конференция Организации объединенных наций по вопросам образования, науки и культуры, собравшаяся в Париже на одиннадцатую сессию и заседавшая с 14 ноября по 15 декабря 1960 года,

Напоминая, что Всеобщая декларация прав человека утверждает принцип недопустимости дискриминации и провозглашает право каждого человека на образование,

Принимая во внимание, что дискриминация в области образования является нарушением прав, изложенных в этой Декларации,

Принимая во внимание, что в силу своего Устава Организация объединенных наций по вопросам образования, науки и культуры стремится установить сотрудничество между нациями для того, чтобы обеспечить повсеместно соблюдение прав человека и равный для всех доступ к образованию,

Признавая, следовательно, что Организация объединенных наций по вопросам образования, науки и культуры должна, исходя из многообразия систем образования, принятых в отдельных странах, не только устранять всякую дискриминацию в области образования, но и поощрять всеобщее равенство возможностей и равное по всем отношение в этой области,

Получив предложения, касающиеся различных аспектов дискриминации в области образования, т.е. вопроса, включенного в пункт 17.1.4 повестки дня сессии,

Принимая во внимание принятое на десятой сессии решение о том, что этот вопрос явится предметом международной конвенции, а также рекомендаций государствам-членам,

Принимает четырнадцатого декабря 1960 года настоящую Рекомендацию.

Генеральная конференция рекомендует государствам-членам применять нижеприведенные положения, принимая законодательные или другие меры для того, чтобы изложенные в настоящей рекомендации принципы проводились в жизнь на территориях, подлежащих их юрисдикции.

I

1. В настоящей Рекомендации выражение «дискриминация» охватывает всякое различие, исключение, ограничение или предпочтение по признаку расы, цвета кожи, пола, языка, религии, политических или иных убеждений, национального или социального происхождения, экономического положения или рождения, которое имеет целью или следствием уничтожение или нарушение равенства отношения в области образования и, в частности:

a. **Закрытие для какого-либо лица или группы лиц доступа к образованию любой ступени или типа;**

b. Of limiting any person or group of persons to education of an inferior standard;
c. Subject to the provisions of section II of this Recommendation, of establishing or maintaining separate educational systems or institutions for persons or groups of persons; or
d. Of inflicting on any person or group of persons conditions which are incompatible with the dignity of man.

2. For the purposes of this Recommendation, the term "education" refers to all types and levels of education, and includes access to education, the standard and quality of education, and the conditions under which it is given.

II

When permitted in a State, the following situations shall not be deemed to constitute discrimination, within the meaning of section I of this Recommendation:
a. The establishment or maintenance of separate educational systems or institutions for pupils of the two sexes, if these systems or institutions offer equivalent access to education, provide a teaching staff with qualifications of the same standard as well as school premises and equipment of the same quality, and afford the opportunity to take the same or equivalent courses of study;
b. The establishment or maintenance, for religious or linguistic reasons, of separate educational systems or institutions offering an education which is in keeping with the wishes of the pupil's parents or legal guardians, if participation in such systems or attendance at such institutions is optional and if the education provided conforms to such standards as may be laid down or approved by the competent authorities, in particular for education of the same level;
c. The establishment or maintenance of private educational institutions, if the object of the institutions is not to secure the exclusion of any group but to provide educational facilities in addition to those provided by the public authorities, if the institutions are conducted in accordance with that object, and if the education provided conforms with such standards as may be laid down or approved by the competent authorities, in particular for education of the same level.

III

In order to eliminate and prevent discrimination within the meaning of this Recommendation, Member States should:
a. Abrogate any statutory provisions and any administrative instructions and discontinue any administrative practices which involve discrimination in education;

b. Limitar a un nivel inferior la educación de una persona o de un grupo;
c. A reserva de lo previsto en la sección II de la presente Recomendación, instituir o mantener sistemas o establecimientos de enseñanza separados para personas o grupos; o
d. Colocar a una persona o a un grupo en una situación incompatible con la dignidad humana.

2. A los efectos de la presente recomendación, la palabra "enseñanza" se refiere a la enseñanza en sus diversos tipos y grados, y comprende el acceso a la enseñanza, el nivel y la calidad de ésta, y las condiciones en que se da.

II

En el caso de que el Estado las admita, las situaciones siguientes no serán consideradas como constitutivas de discriminación, en el sentido de la sección I de la presente Recomendación:
a. La creación o el mantenimiento de sistemas o establecimientos de enseñanza separados para los alumnos de sexo masculino y para los de sexo femenino, siempre que esos sistemas o establecimientos ofrezcan facilidades equivalentes de acceso a la enseñanza, dispongan de un personal docente igualmente calificado, así como de locales escolares y de un equipo de igual calidad, y permitan seguir los mismos programas de estudio o programas equivalentes;
b. La creación o el mantenimiento, por motivos de orden religioso o lingüístico, de sistemas o de establecimientos separados que proporcionen una enseñanza conforme a los deseos de los padres o tutores legales de los alumnos, si la participación en esos sistemas o la asistencia a esos establecimientos es facultativa y si la enseñanza en ellos proporcionada se ajusta a las normas que las autoridades competentes puedan haber fijado o aprobado, particularmente para la enseñanza del mismo grado;
c. La creación o el mantenimiento de establecimientos de enseñanza privados, siempre que la finalidad de esos establecimientos no sea la de lograr la exclusión de cualquier grupo, sino la de añadir nuevas posibilidades de enseñanza a las que proporciona el poder público, y siempre que funcionen de conformidad con esa finalidad, y que la enseñanza dada corresponda a las normas que hayan podido prescribir o aprobar las autoridades competentes, particularmente para la enseñanza del mismo grado.

III

A fin de eliminar o prevenir cualquier discriminación, en el sentido que se da a esta palabra en la presente Recomendación, los Estados Miembros deberían:
a. Derogar todas las disposiciones legislativas y administrativas, y abandonar todas las prácticas administrativas que entrañen una discriminación en la esfera de la enseñanza;

b. De limiter à un niveau inférieur l'éducation d'une personne ou d'un groupe;
c. Sous réserve de ce qui est dit à la section II de la présente recommandation, d'instituer ou de maintenir des systèmes ou des établissements d'enseignement séparés pour des personnes ou des groupes; ou
d. De placer une personne ou un groupe dans une situation incompatible avec la dignité de l'homme.

2. Aux fins de la présente recommandation, le mot "enseignement" vise les divers types et les différents degrés de l'enseignement et recouvre l'accès à l'enseignement, son niveau et sa qualité, de même que les conditions dans lesquelles il est dispensé.

II

Lorsqu'elles sont admises par l'État, les situations suivantes ne sont pas considérées comme constituant des discriminations au sens de la section I de la présente recommandation :
a. La création ou le maintien de systèmes ou d'établissements d'enseignement séparés pour les élèves des deux sexes, lorsque ces systèmes ou établissements présentent des facilités d'accès à l'enseignement équivalentes, disposent d'un personnel enseignant possédant des qualifications de même ordre, ainsi que de locaux scolaires et d'un équipement de même qualité, et permettent de suivre les mêmes programmes d'études ou des programmes d'études équivalents;
b. La création ou le maintien, pour des motifs d'ordre religieux ou linguistique, de systèmes ou d'établissements séparés dispensant un enseignement qui correspond au choix des parents ou tuteurs légaux des élèves, si l'adhésion à ces systèmes ou la fréquentation de ces établissements demeure facultative et si l'enseignement dispensé est conforme aux normes qui peuvent avoir été prescrites ou approuvées par les autorités compétentes, en particulier pour l'enseignement du même degré;
c. La création ou le maintien d'établissements d'enseignement privés, si ces établissements ont pour objet non d'assurer l'exclusion d'un groupe quelconque mais d'ajouter aux possibilités d'enseignement qu'offrent les pouvoirs publics, si leur fonctionnement répond à cet objet et si l'enseignement dispensé est conforme aux normes qui peuvent avoir été prescrites ou approuvées par les autorités compétentes, en particulier pour l'enseignement du même degré.

III

Aux fins d'éliminer et de prévenir toute discrimination au sens de la présente recommandation, les États membres devraient :
a. Abroger toutes dispositions législatives et administratives et faire cesser toutes pratiques administratives qui comporteraient une discrimination dans le domaine de l'enseignement;

b. Ограничение образования для какого-либо лица или группы лиц низшим уровнем образования;
c. Создание или сохранение раздельных систем образования или учебных заведений для каких-либо лиц или группы лиц, помимо случаев, предусмотренных положением Статьи 2 настоящей Рекомендации; или
d. Положение, несовместимое с достоинством человека, в которое ставится какое-либо лицо или группа лиц.

2. В настоящей Рекомендации слово «образование» относится ко всем типам и ступеням образования и включает доступ к образованию, уровень и качество обучения, а также условия, в которых оно ведется.

II

Следующие положения не рассматриваются как дискриминационные, с точки зрения Статьи I настоящей Рекомендации, если они допускаются в отдельных государствах:
a. Создание или сохранение раздельных систем образования или учебных заведений для учащихся разного пола в тех случаях, когда эти системы или заведения обеспечивают равный доступ к образованию, когда их преподавательский состав имеет одинаковую квалификацию, когда они располагают помещениями и оборудованием равного качества и позволяют проходить обучение по одинаковым программам;
b. Создание или сохранение по мотивам религиозного или языкового характера раздельных систем образования или учебных заведений, дающих образование, соответствующее выбору родителей или законных опекунов учащихся, в тех случаях, когда включение в эти системы или поступление в эти заведения является добровольным и если даваемое ими образование соответствует нормам, предписанным или утвержденным компетентными органами образования, в частности, в отношении образования одной и той же ступени;
c. Создание или сохранение частных учебных заведений в тех случаях, когда их целью является не исключение какой-либо группы, а лишь дополнение возможностей образования, предоставляемых государством, при условии, что их деятельность действительно отвечает вышеуказанной цели и что даваемое ими образование соответствует нормам, предписанным или утвержденным компетентными органами образования, в частности, в отношении норм образования одной и той же ступени.

III

В целях ликвидации или предупреждения дискриминации всех видов, подпадающей под определение, данное в настоящей Рекомендации, государствам-членам следует:
a. Отменить все законодательные постановления и административные распоряжения и прекратить административную практику дискриминационного характера в области образования:

b. Ensure, by legislation where necessary, that there is no discrimination in the admission of pupils to educational institutions;

c. Not allow any differences of treatment by the public authorities between nationals, except on the basis of merit or need, in the matter of school fees and the grant of scholarships or other forms of assistance to pupils and necessary permits and facilities for the pursuit of studies in foreign countries;

d. Not allow, in any form of assistance granted by the public authorities to educational institutions, any restriction or preference based solely on the ground that pupils belong to a particular group;

e. Give foreign nationals resident within their territory the same access to education as that given to their own nationals.

IV

Member States should furthermore formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education and in particular:

a. To make primary education free and compulsory; make secondary education in its different forms generally available and accessible to all; make higher education equally accessible to all on the basis of individual capacity; assure compliance by all with the obligation to attend school prescribed by law;

b. To ensure that the standards of education are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent;

c. To encourage and intensify by appropriate methods the education of persons who have not received any primary education or who have not completed the entire primary education course and the continuation of their education on the basis of individual capacity;

d. To provide training for the teaching profession without discrimination.

V

Member States should take all necessary measures to ensure the application of the following principles:

a. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance and friendship among all nations, racial or religious

b. Adoptar las medidas necesarias, inclusive disposiciones legislativas, para que no se haga discriminación alguna en la admisión de los alumnos en los establecimientos de enseñanza;

c. No admitir, en lo concerniente a los gastos de matrícula, la adjudicación de becas o cualquier otra forma de ayuda a los alumnos, ni en la concesión de permisos y facilidades que puedan ser necesarios para la continuación de los estudios en el extranjero, ninguna diferencia de trato entre nacionales por los poderes públicos, salvo las fundadas en el mérito o en las necesidades;

d. No admitir, en la ayuda, cualquiera que sea su forma, que los poderes públicos puedan prestar a los establecimientos de enseñanza ninguna preferencia ni restricción fundadas únicamente en el hecho de que los alumnos pertenezcan a un grupo determinado;

e. Conceder, a los súbditos extranjeros residentes en su territorio, el acceso a la enseñanza en las mismas condiciones que a sus propios nacionales.

IV

Los Estados Miembros deberían, además, formular, desarrollar y aplicar una política nacional encaminada a promover, por métodos adecuados a las circunstancias y a las prácticas nacionales, la igualdad de posibilidades y de trato en la esfera de la enseñanza y, en especial, a:

a. Hacer obligatoria y gratuita la enseñanza primaria, generalizar y hacer accesible a todos la enseñanza secundaria en sus diversas formas; hacer accesible a todos, en condiciones de igualdad total y según la capacidad de cada uno, la enseñanza superior; velar por el cumplimiento por todos de la obligación escolar prescrita por la ley;

b. Mantener en todos los establecimientos públicos del mismo grado una enseñanza del mismo nivel y condiciones equivalentes en cuanto se refiere a la calidad de la enseñanza proporcionada;

c. Fomentar e intensificar, por métodos adecuados, la educación de las personas que no hayan recibido instrucción primaria o que no la hayan recibido en su totalidad, y permitirles que continúen sus estudios en función de sus aptitudes;

d. Velar por que, en la preparación para la profesión docente, no existan discriminaciones.

V

Los Estados Miembros deberían adoptar todas las medidas necesarias para garantizar la aplicación de los principios siguientes:

a. La educación debe tender al pleno desenvolvimiento de la personalidad humana y a reforzar el respeto de los derechos humanos y de las libertades fundamentales, y debe fomentar la comprensión, la tolerancia y la amistad entre todas la naciones y todos los grupos raciales o religiosos, y el desarrollo de las

b. Prendre les mesures nécessaires, au besoin par la voie législative, pour qu'il ne soit fait aucune discrimination dans l'admission des élèves dans les établissements d'enseignement;

c. N'admettre, en ce qui concerne les frais de scolarité, l'attribution de bourses et toute autre forme d'aide aux élèves, l'octroi des autorisations et facilités qui peuvent être nécessaires pour la poursuite des études à l'étranger, aucune différence de traitement entre nationaux par les pouvoirs publics, sauf celles fondées sur le mérite ou les besoins;

d. N'admettre, dans l'aide éventuellement fournie, sous quelque forme que ce soit, par les autorités publiques aux établissements d'enseignement, aucune préférence ni restriction fondées uniquement sur le fait que les élèves appartiennent à un groupe déterminé;

e. Accorder aux ressortissants étrangers résidant sur leur territoire le même accès à l'enseignement qu'à leurs propres nationaux.

IV

Les États membres devraient en outre formuler, développer et appliquer une politique nationale visant à promouvoir, par des méthodes adaptées aux circonstances et aux usages nationaux, l'égalité de chance et de traitement en matière d'enseignement et notamment à :

a. Rendre obligatoire et gratuit l'enseignement primaire; généraliser et rendre accessible à tous l'enseignement secondaire sous ses diverses formes; rendre accessible à tous, en pleine égalité, en fonction des capacités de chacun, l'enseignement supérieur; assurer l'exécution par tous de l'obligation scolaire prescrite par la loi;

b. Assurer dans tous les établissements publics du même degré un enseignement de même niveau et des conditions équivalentes en ce qui concerne la qualité de l'enseignement dispensé;

c. Encourager et intensifier par des méthodes appropriées l'éducation des personnes qui n'ont pas reçu d'instruction primaire ou qui ne l'ont pas reçue jusqu'à son terme, et leur permettre de poursuivre leurs études en fonction de leurs aptitudes;

d. Assurer sans discrimination la préparation à la profession enseignante.

V

Les États membres devraient prendre toutes les mesures nécessaires pour assurer l'application des principes énoncés ci-après :

a. L'éducation doit viser au plein épanouissement de la personnalité humaine et au renforcement du respect des droits de l'homme et des libertés fondamentales et elle doit favoriser la compréhension, la tolérance et l'amitié entre toutes les nations et tous les groupes raciaux ou religieux ainsi que le

b. Принять, если нужно в законодательном порядке, меры необходимые для того, чтобы устранить всякую дискриминацию при приеме учащихся в учебные заведения;

c. Не допускать в том, что касается платы за обучение, предоставления стипендий и любой другой помощи учащимся — гражданам данной страны, а также разрешений и льгот, которые могут быть необходимы для продолжения образования за границей, никаких различий в отношении к учащимся со стороны государственных органов, кроме различий, основанных на их успехах или потребностях;

d. Не допускать — в случаях, когда государственные органы предоставляют учебным заведениям те или иные виды помощи — никаких предпочтений или ограничений, основанных исключительно на принадлежности учащихся к какой-либо определенной группе;

e. Предоставлять иностранным гражданам, проживающим на их территории, такой же доступ к образованию, как и своим гражданам.

IV

Государствам-членам следует, кроме того, разрабатывать, развивать и проводить в жизнь общегосударственную политику, использующую соответствующие национальным условиям и обычаям методы для осуществления равенства возможностей и отношения в области образования и, в частности:

a. Сделать начальное образование обязательным и бесплатным; сделать среднее образование в различных его формах всеобщим достоянием и обеспечить его общедоступность, сделать высшее образование доступным для всех, на основе полного равенства и в зависимости от способностей каждого; обеспечить соблюдение предусмотренной законом обязательности обучения;

b. Обеспечить во всех государственных учебных заведениях равной ступени одинаковый уровень образования и равные условия в отношении качества обучения;

c. Поощрять и развивать подходящими методами образование лиц, не получивших начального бразования или не закончивших его, и продолжение их образования, в соответствии со способностями каждого;

d. Обеспечить без дискримации подготовку к преподавательской профессии.

V

Государствам-членам следует принять все необходимые меры для того, чтобы обеспечить проведение в жизнь нижеследующих принципов:

a. Образование должно быть направлено на полное развитие человеческой личности и на большее уважение прав человека и основных свобод; оно должно содействовать взаимопониманию, терпимости и дружбе между всеми народами и всеми расовыми или религиозными группами, а также

groups, and shall further the activities of the United Nations for the maintenance of peace;

b. It is essential to respect the liberty of parents and, where applicable, of legal guardians firstly to choose for their children institutions other than those maintained by the public authorities but conforming to such minimum educational standards as may be laid down or approved by the competent authorities and, secondly, to ensure, in a manner consistent with the procedures followed in the State for the application of its legislation, the religious and moral education of the children in conformity with their own convictions; and no person or group of persons should be compelled to receive religious instruction inconsistent with his or their convictions;

c. It is essential to recognize the right of members of national minorities to carry on their own educational activities, including the maintenance of schools and, depending on the educational policy of each State, the use or the teaching of their own language, provided however:

(i) That this right is not exercised in a manner which prevents the members of these minorities from understanding the culture and language of the community as a whole and from participating in its activities, or which prejudices national sovereignty;

(ii) That the standard of education is not lower than the general standard laid down or approved by the competent authorities; and

(iii) That attendance at such schools is optional.

VI

In the application of this Recommendation, Member States should pay the greatest attention to any recommendations hereafter adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization defining the measures to be taken against the different forms of discrimination in education and for the purpose of ensuring equality of opportunity and of treatment in education.

VII

Member States should in their periodic reports submitted to the General Conference of the United Nations Educational, Scientific and Cultural Organization, on dates and in a manner to be determined by it, give information on the legislative and administrative provisions which they have adopted and other action which they have taken for the application of this Recommendation, including that taken for the formulation and the development of the national policy defined in section IV as well as the results achieved and the obstacles encountered in the application of that policy.

The foregoing is the authentic text of the Recommendation duly adopted by the General Conference of the

actividades de las Naciones Unidas para el mantenimiento de la paz;

b. Debe respetarse la libertad de los padres o, en su caso, de los tutores legales, 1.º de elegir para sus hijos establecimientos de enseñanza que no sean los mantenidos por los poderes públicos, pero que respeten las normas mínimas que puedan fijar o aprobar las autoridades competentes, y 2.º de dar a sus hijos, según las modalidades de aplicación que determine la legislación de cada Estado, la educación religiosa y moral conforme a sus propias convicciones ; además, no debe obligarse a ningún individuo o grupo a recibir una instrucción religiosa incompatible con sus propias convicciones;

c. Debe reconocerse a los miembros de las minorías nacionales el derecho a ejercer las actividades docentes que les sean propias, entre ellas la de establecer y mantener escuelas y, según la política de cada Estado en materia de educación, emplear y enseñar su propio idioma, siempre y cuando:

(i) Ese derecho no se ejerza de manera que impida a los miembros de las minorías comprender la cultura y el idioma del conjunto de la colectividad y tomar parte en sus actividades, ni comprometa la soberanía nacional;

(ii) El nivel de enseñanza en estas escuelas no sea inferior a un nivel general prescrito o aprobado por las autoridades competentes; y

(iii) La asistencia a tales escuelas sea facultativa.

VI

Al aplicar la presente Recomendación, los Estados Miembros deberían prestar la mayor atención a las recomendaciones que pueda aprobar la Conferencia General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura con el fin de definir las medidas que hayan de adoptarse para luchar contra los diversos aspectos de las discriminaciones en la enseñanza y conseguir la igualdad de posibilidades y de trato en esa esfera.

VII

Los Estados Miembros deberían indicar, en informes periódicos que habrán de someter a la Conferencia General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura, en las fechas y en la forma que ésta determine, las disposiciones legislativas y reglamentarias y las demás medidas que hubieren adoptado para aplicar la presente recomendación, inclusive las que hubieren adoptado para formular y desarrollar la política nacional definida en la sección IV, los resultados obtenidos y los obstáculos que hubieren encontrado en su aplicación.

Lo anterior es el texto auténtico de la Recomendación aprobada en buena y debida forma por la Conferencia

développement des activités des Nations Unies pour le maintien de la paix;

b. Il importe de respecter la liberté des parents et, le cas échéant, des tuteurs légaux: 1° de choisir pour leurs enfants des établissements autres que ceux des pouvoirs publics, mais conformes aux normes minimums qui peuvent être prescrites ou approuvées par les autorités compétentes, et 2° de faire assurer, selon les modalités d'application propres à la législation de chaque État, l'éducation religieuse et morale des enfants conformément à leurs propres convictions; en outre, aucune personne ni aucun groupe ne devraient être contraints de recevoir une instruction religieuse incompatible avec leurs convictions;

c. Il importe de reconnaître aux membres des minorités nationales le droit d'exercer des activités éducatives qui leur soient propres, y compris la gestion d'écoles et, selon la politique de chaque État en matière d'éducation, l'emploi ou l'enseignement de leur propre langue, à condition toutefois :

(i) Que ce droit ne soit pas exercé d'une manière qui empêche les membres des minorités de comprendre la culture et la langue de l'ensemble de la collectivité et de prendre part à ses activités, ou qui compromette la souveraineté nationale;

(ii) Que le niveau de l'enseignement dans ces écoles ne soit pas inférieur au niveau général prescrit ou approuvé par les autorités compétentes; et

(iii) Que la fréquentation de ces écoles soit facultative.

VI

Dans l'application de la présente recommandation, les États membres devraient accorder la plus grande attention aux recommandations que la Conférence générale de l'Organisation des Nations Unies pour l'éducation, la science et la culture pourra adopter en vue de définir les mesures à prendre pour lutter contre les divers aspects de la discrimination dans l'enseignement et assurer l'égalité de chance et de traitement.

VII

Les États membres devraient indiquer dans des rapports périodiques qu'ils présenteront à la Conférence générale de l'Organisation des Nations Unies pour l'éducation, la science et la culture, aux dates et sous la forme qu'elle déterminera, les dispositions législatives et réglementaires et les autres mesures qu'ils auront adoptées pour l'application de la présente recommandation, y compris celles prises pour formuler et développer la politique nationale définie à la section IV, ainsi que les résultats obtenus et les obstacles rencontrés dans sa mise en œuvre.

Le texte qui précède est le texte authentique de la recommandation dûment adoptée par la Conférence

развитию деятельности Организации Объединенных Наций по поддержанию мира;

b. Родители и, в соответствующих случаях, законные опекуны должны иметь возможность, во-первых, в рамках, определенных законодательством каждого государства, свободно посылать своих детей не в государственные, а в другие учебные заведения, отвечающие минимальным требованиям, предписанным или утвержденным компетентными органами образования, и, во-вторых, обеспечивать религиозное и моральное воспитание детей в соответствии с их собственными убеждениями; никому в отдельности и ни одной группе лиц, взятой в целом, не следует навязывать религиозное воспитание, не совместимое с их убеждениями;

c. За лицами, принадлежащими к национальным меньшинствам, следует признавать право вести собственную просветительную работу, включая руководство школами, и, в соответствии с политикой каждого государства в области образования, использовать или преподавать свой собственный язык, при условии, однако, что:

(i) Осуществление этого права не мешает лицам, принадлежащим к меньшинствам, понимать культуру и язык всего коллектива и участвовать в его деятельности, и что оно не подрывает суверенитета страны,

(ii) Уровень образования в такого рода школах не ниже общего уровня, предписанного или утвержденного компетентными органами; и

(iii) Посещение такого рода школ является факультативным.

VI

При применении настоящей Рекомендации государствам-членам следует в возможно большей мере учитывать рекомендации, которые Генеральная конференция Организации объединенных наций по вопросам образования, науки и культуры может принять в целях определения мер борьбы с различными аспектами дискриминации в области образования и мер по обеспечению равенства возможностей и отношения в этой области.

VII

Государствам-членам следует сообщать в периодических докладах, которое они будут представлять Генеральной конференции Организации объединанных наций по вопросам образования, науки и культуры в сроки и в форме, которые будут установлены Конференцией, о законодательных, административных и других мерах, принятых ими для осуществления настоящей Рекомендации, в частности о выработке и развитии общегосударственной политики, упомянутой в разделе IV о достигнутых результатах и о препятствиях, на которые натолкулось претворение этой политики в жизнь.

Приведенный выше текст является подлинным текстом Рекомендации, надлежащим образом принятой Генеральной конференцией Организации объ-

United Nations Educational, Scientific and Cultural Organization during its eleventh session, which was held in Paris and declared closed the fifteenth day of December 1960.

IN FAITH WHEREOF we have appended our signatures this fifteenth day of December 1960.

The President of the General Conference

AKALE-WORK ABTE-WOLD

The Director-General

VITTORINO VERONESE

Certified copy
Paris,

Legal Adviser
of the United Nations Educational,
Scientific and Cultural Organization

General de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura, en su undécima reunión, celebrada en París y terminada el quince de diciembre de 1960.

EN FE DE LO CUAL estampan sus firmas, en este día quince de diciembre de 1960,

El Presidente de la Conferencia General

AKALE-WORK ABTE-WOLD

El Director General

VITTORINO VERONESE

Copia certificada conforme
París,

Consejero jurídico
de la Organización de las Naciones Unidas
para la Educación, la Ciencia y la Cultura

générale de l'Organisation des Nations Unies pour l'éducation, la science et la culture à sa onzième session, qui s'est tenue à Paris et qui a été déclarée close le quinzième jour de décembre 1960.

EN FOI DE QUOI ont apposé leur signature, ce quinzième jour de décembre 1960,

Le Président de la Conférence générale

AKALE-WORK ABTE-WOLD

Le Directeur général

VITTORINO VERONESE

Copie certifiée conforme
Paris,

Conseiller juridique
de l'Organisation des Nations Unies
pour l'éducation, la science et la culture

единенных наций по вопросам образования, науки и культуры на ее одиннадцатой сессии, состоявшейся в Париже и закончившейся пятнадцатого декабря 1960 г.

В удостоверение чего, настоящую Рекомендацию подписали сего пятнадцатого декабря 1960 г.

Председатель Генеральной конференции

AKALE-WORK ABTE-WOLD

Генеральный директор

VITTORINO VERONESE

Заверенная копия
Париж,

Юрисконсульт Организации
объединенных наций по вопросам
образования, науки и культуры

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I. ANSWERS RECEIVED UP TO 15 JANUARY 1972

A. STATES PARTY TO THE CONVENTION

ARGENTINA(1)

I.1 There are no legal provisions, regulations, practices or situations in the Republic of Argentina which constitute or could lead to discrimination in the field of education.

(a) There is no discrimination as to the admission of pupils into schools which are separated for the sexes, but there are a number of less up-to-date sectors of secondary education which provide an artisan-type training for girls which is of no use for their integration into the working world. Promotion from one class to another at the end of the school year in primary schools is based on monthly marks. Primary-school pupils may repeat the same school year an unlimited number of times. Pupils over school age may move on to the higher level during the year. External pupils are authorized to sit the examinations. The regulations for admission to higher education require a secondary education certificate, which varies according to the university. Candidates for entrance to the University of Buenos Aires are selected by examination; and about 60% of the applicants have to be refused entrance. A vocational guidance service is available at the University of Buenos Aires.

(b) The only difference in treatment between nationals, with regard to education, is that grants or other forms of aid are provided for pupils in need; medical and social assistance is provided for children of school age; in 1968 a "credit fund for equality of opportunity in education" was set up to provide financial assistance for pupils at the secondary and higher educational levels who do not have sufficient money to continue their studies, and for workmen and employees who wish to take further training and acquire specialized knowledge. There are also grants for research and study abroad.

II.4 (1) Chapter I of the Law on Public Education, No. 1.420 of 1884, stipulates that education shall be compulsory, free of charge and progressive for all children between the ages of 6 and 14. The penalties provided for under the law for failure to conform to this obligation are: warnings, progressive fines, and action by the civil police. It must however be noted that compulsory and free schooling as mentioned above has not been fully achieved, for about 10% of children do not attend school. Other legal texts stipulate what subventions are to be allocated to the provinces for running their primary schools, but this government contribution

(1) Much of the information in the report from the Republic of Argentina is derived from an official study: "education, human resources and economic and social development" (Educación, Recursos Humanos y Desarrollo Económico y Social), published by the National Development Council (CONADE), 1968.

has proved insufficient in recent years. There are several types of primary school: communal schools, which function on a part-time basis and double attendance schools, which function full-time ("integral" schools). More schools of the latter type are being provided, particularly in the urban centres, and it is hoped to extend the network gradually to the rural areas. There are also "practical classes" to train teachers in educational methods, which are attached to the teacher-training colleges, school centres providing medical and social aid for schoolchildren (Laws of 1938 and 1958), open-air schools, and special schools for handicapped children and delinquents. Primary instruction may also be given in hospital schools (for in-patients) or even at home. The primary-school course is of seven years' duration. In the State schools, the course is divided into seven grades. Provincial schools still have six grades. The fact that there are provincial schools in the provinces alongside the State schools has to some extent distorted the structure of the education system, for there is a lack of co-ordination between the two categories of schools, which are often in competition. Only one province at present, Santa Cruz, takes the entire responsibility for all the primary schools on its territory.

II.4 (ii) At the secondary level there is a common core of studies plus a series of options related to it and other independent studies. This system was introduced in 1966, but no overall reorganization was carried out. The present structure has not entirely solved the problem of the relationship between general and vocational education. There are however special courses in educational science and in commercial, industrial and agricultural subjects, and others of varying length and structure. These courses lead to the various school certificate examinations, although there is a lack of homogeneity in the duration and level of studies and in the certificates awarded. There are not enough science teachers, and until 1962 there were no teachers at all for technical and vocational subjects. Material assistance is available for secondary school pupils.

(iii) In order to move on to higher education, pupils must have completed at least five years' secondary school work and have gained a secondary school certificate, which varies according to the establishment chosen, each having its own legal statutes. Private universities are less demanding in this respect. Students at the University of Buenos Aires must do a year's study or take a selective entrance examination. Higher education is provided either in higher education institutes - which are similar in organization to the secondary schools, and which offer courses of varying length (from one to four years) but no opportunity for further studies - or in universities, which offer courses of four to six years' duration and opportunities for continuing studies at a higher level. There are nine national universities, four provincial universities, and thirteen recognized private universities. There is a health service and student welfare department for universities, which for ten years now has been providing scholarships and loans on trust, running inexpensive restaurants, providing study equipment and free accommodation, and so on.

About 7% of the students are accommodated in university residences. Grants, which used to be few in number (20 in 1955) and considered as rewards, are now given as assistance (from 1959 to 1965 the University of Buenos Aires awarded 5,866 grants for university studies and 410 grants for research or further study abroad). 1968 saw the promulgation of a law establishing the "National Credit Institute for Equality of Opportunities in Education", which provides a system of financial aid for secondary, higher and vocational studies so as to achieve a fair distribution of available resources for the pursuit of studies in the country or abroad, as well as the recovery of amounts disbursed, with a view to subsequent allocation. In order to put into practice the principle of equality of opportunity in education, Law No. 17,791/69 was adopted, which made it possible to evaluate attendance numbers both in higher education and at the other levels, on the basis of two criteria: economic and social(numbers of graduates in the various university courses in relation to the demands of economic development, restrictions which make it impossible to meet the demands of society, and so on).

II.4 (iv) The Law of 1905, which provided for the establishment of State primary schools in those provinces which requested them, made an effective contribution to the promotion of education, but it also caused a distortion in the school system which has led to the establishment of two types of school - national and provincial - providing primary education. In many cases the national and provincial authorities compete instead of cooperating. The report also shows that in secondary education there is a lack of homogeneity in the length of courses leading to a given standard and in the certificates awarded. Some courses are of a very low standard both in content and in duration.

(iv) (b) In private schools the course is divided into three stages. These schools, as well as teacher-training schools, are controlled by the State. The schools in the capital are incorporated in the State education system, and most of those in the provinces are under provincial jurisdiction, and subject to the control of the Ministry of Culture and Education. The Federal State and the various provinces contribute to the financing of private education by paying the salaries of the teaching staff. Private higher education is given in thirteen recognized universities, under the provisions of Law No. 14,557 (1958); their students take the official public examinations on completing their course. These establishments are not entitled to State financial assistance, and must submit their statutes, syllabuses and curricula for approval to the administrative authorities under whose jurisdiction they operate.

(v) There are more than 8% of illiterates among those over the age of compulsory schooling and a large number of people who have not completed their primary studies. They can attend primary schools for adults, which accept pupils over 14 years of age. Arrangements for adult education may also be made in prison or barracks schools. There are also educational centres, run in connexion with the State plan for

literacy and adult education which provide primary education for all pupils over school age; this would be more effective if it were integrated into the programmes for intensive vocational training, so as to meet manpower requirements. The duration of study in these schools is usually shorter (3 to 6 years) than that provided for by the plans, on account of the more flexible promotion system used. In 1970, adult literacy teaching was provided in 4,145 establishments, and 109,708 pupils were attending classes. There are also 600 agreements with various services: associations, business firms and provincial and municipal bodies. The number of educational centres set up in priority and marginal areas throughout the country rose from 10 in 1969 to 31 in 1970.

II.4 (vi) Before 1970, primary school teachers were trained at secondary school level (teacher-training schools). Now they attend higher teacher-training institutes. The courses last two years and include a practical training course of four months in an elementary school. Apart from their regular programme, students at these institutes can learn a foreign language. Training for secondary school teachers is provided by the universities.

II.5 The survey conducted by CONADE (mentioned at the beginning of the report from the Republic of Argentina) brings out a number of inadequacies in the present education system and suggests reforms which would promote equality of opportunity in education. The gravity of the problem of dropping out and repeating classes in the primary schools is such that effective measures must be taken and considerable sums made available: arrangements should be made for travelling schools or boarding-schools in areas with a low density of population; more facilities for pupils (canteens, free equipment, etc.) should be provided, and the question of how the school calendar can be adapted to suit the economic activities of each region should be studied; in the urban areas, measures such as the generalization of automatic promotion from one class to another, which would avoid repeating, should be adopted, and more rational use should be made of teaching staff: there should be a minimum of thirty pupils per teacher, the number of hours' work should be increased, better salaries should be paid, and arrangements should be made for in-service training. The conversion of some primary schools into full-time schools is also recommended; at present many of these schools, including those providing post-school education, only function on a part-time basis. The standard of education could be improved by establishing such "integral schools". In order to give adults greater motivation, it is proposed to integrate their education into the plans already established for manpower training. With this in view, the National Directorate for Adult Education is to carry out two experiments: in one, classes at secondary level will be held at places where people work; the other concerns the activities of mobile centres for the vocational advancement of the people in urban and rural sectors. These projects will help to achieve the objectives laid down in the decree of 17 June 1970; one paragraph in Article 20 of this decree reads as follows: "The percentage of illiterates and semi-literates are to be reduced, and education is to be compulsory and free of charge throughout the country".

III.6 and 7 There are private schools, known as "foreign language schools", for national minorities; they are controlled by the National Superintendency for Private Education. Those that follow only the syllabuses and curricula used in the country of origin cannot award valid certificates unless they produce evidence of equivalence. Schools which also follow the Argentinian syllabuses and curricula must conform to the same legal standards as other private schools.

IV.8 and 9 Various measures in the field of cultural and educational policy have been taken in implementation of the decree of 17 June 1970, Articles 17 and 20, of which lay down the basic principles for education. Its aims are "To make the country an integrated whole, in which there are no unjust regional differences, and all people do in fact receive the education to which they are entitled ... and enjoy the benefits of development", ".. to see that all have equality of educational opportunity with a view to the full development of their personality ... and to stress the importance of respect for human dignity, the training of young people to be free and responsible human beings, and the development of social solidarity".

IV.10 Questions concerning the United Nations and its objectives are included in syllabuses and curricula; references are made to important dates in the international calendar, special celebrations are held in educational establishments which bear the names of friendly or sister nations, and pamphlets and leaflets giving information on the United Nations are published. An international correspondence system among school pupils is aimed at "cultivating and deepening feelings of fraternity, confraternity and friendship among students".

AUSTRALIA

I.1 (a) and (b). There are no legal provisions which would constitute or lead to discrimination with regard to the admission of students to educational establishments or to differences in the treatment of nationals, the granting of scholarships, other financial assistance or permits for studies abroad being based on merit or need only. Special assistance, however, is given to Aboriginal and migrant children as they are educationally disadvantaged because of conditions extending beyond the school.

I.2 and 3 These points are not applicable.

II.4 (i) Primary education is free and compulsory in all Australian States. The Education Acts require that all children between the ages of 6 and 15 at least must attend either a government school or some other recognized educational institution. Children may be exempted from compulsory attendance if they live too far from a school or suffer a physical disability. These children usually receive correspondence tuition.

II.4 (ii) As compulsory education lasts until the age of 15, in Tasmania even until 16, the lower grades of secondary school are accessible to all. However, marked differences in retention rates between socio-economic groups are evident once the compulsory attendance age has been reached. To assist students to complete their secondary schooling, or technical training at the sub-tertiary level, various scholarships and bursaries are awarded by Commonwealth and State governments on the basis of merit and need. This has resulted since 1959 in a marked increase in the number of pupils staying at school beyond the minimum leaving age.

(iii) Although during the past decade the number of universities has almost doubled as new universities have been established or reconstituted from former university colleges, it is no longer accurate to say that university education is available to all qualified students, as this was pointed out in reply to the first questionnaire on the implementation of the Convention against discrimination in education. Despite their expansion, the universities are not able to provide enough places and nearly all universities have quotas on enrolment in their courses. There exist, nevertheless, facilities to take tertiary level courses at a wide variety of non-university institutions called colleges of advanced education. These courses, with a certain vocational emphasis, form graduates able to adapt themselves to the demands of industry, commerce and the professions. An extensive system of scholarships is provided by the Federal Government on the basis of individual merit, and more than 50% of university students receive some kind of financial assistance.

(iv) (a) To ensure equal standards in all public education institutions of the same level, syllabuses of instruction are prescribed by the various education departments for each grade or year, although teachers are to a certain extent free to modify the courses. Furthermore, there has been for many decades a policy of appointing fully trained teachers to rural as well as urban areas. Their effectiveness is regularly assessed. As regards the improvement of the quality of education, the Commonwealth Government has initiated, during the past 20 years, a number of programmes of assistance to schools and students. Under the Commonwealth Science Facilities' Programme, grants were made available between 1964 and 1971 to the States for science buildings and equipment in all government and non-government secondary schools. A new scheme of assistance for secondary school libraries was started on 1 January 1969.

(b) The methods adopted by the educational authorities to ensure acceptable standards in non-government schools vary from State to State. In four States (New South Wales, Victoria, South Australia, Tasmania) these schools are inspected regularly and must be registered (except for the time being in South Australia), while in two States (Queensland and Western Australia) they are inspected on request, although registration is required in Western Australia. Only in Victoria and Tasmania are teachers required to be registered, though there is a growing demand for the registration of all teachers. In non-government schools courses and curricula are very similar because of the public examination system.

II.4 (v) As primary education was made free and compulsory well before the end of the nineteenth century, only a very small number of native-born Australians would not have completed their primary education. However, thousands of migrants arrive in Australia each year with little or no knowledge of English, and often without having completed their primary education. A system of migrant education has been developed with a view to their rapid adaptation by way of free continuation classes. Furthermore, the Commonwealth Department of Education and Science, the State Education departments and the Australian Broadcasting Commission co-operate in providing a combined radio/correspondence course in English. As of June 1971, 18,347 adult migrants were enrolled in 1,257 continuation classes, and 9,133 were taking correspondence courses.

(vi) Teacher trainees are selected on the basis of academic merit and suitability for the profession. Most teacher colleges are government institutions, and various State governments offer scholarships for teacher training. Special training courses are conducted in different States for teachers employed in the schools for migrant children under the auspices of the Commonwealth Government which also provides accommodation and reimbursement of the costs.

II.5 These measures have been implemented de facto and de jure.

III.6 and 7 Apart from the Australian Aboriginals, there are other national minorities as a result of the country's European Immigration Programme, which was launched after World War II. As these population groups are encouraged to assimilate, they are not given support towards the setting up of their own schools. The Commonwealth Government's Child Migrant Education Programme provides financial assistance to the schools which employ teachers to teach English to migrant children in special classes with special equipment, as non-English speaking children have special problems in mastering this language of instruction. At the secondary level, Dutch, French, German, Greek, Hebrew, Italian, Spanish, Chinese, Bahasa Indonese and Japanese are taught. As to the Aboriginals, the only significant national minority, their children who live in towns attend the same schools as other children, but special schools for Aboriginals wholly or partly financed by the government and administered by welfare authorities exist in the Northern Territory, on isolated settlements and mission stations. In all such schools English is used as the medium of instruction with a view to integrating the Aboriginals into the normal school system, and understanding of the culture of the community is therefore part of the teaching. The Commonwealth Government provides financial assistance for Aboriginal students under the Study Grants Scheme of 1969 to assist those who left school to undertake courses of further education, and the Secondary Grants Scheme for 1970 for students aged 14-21 years to remain at school beyond the statutory school leaving age.

IV.8 The aims of education are embodied in the Education Acts of the various States and reflect the principles set forth in Article 5.1 (a) of the Convention.

IV.9 The basic philosophy of courses offered in educational institutions has long been in accordance with these principles. Curricula include specific reference to the United Nations and its activities, usually in the geography, history or social studies. A publication referred to in the reply contains an article on Ku-ring-gai High School in Sydney(1). Over this school, which was founded in 1964, fly the flags of Australia, of the school and of the United Nations, while a three-demensional representation of the United Nations One World Symbol, made by staff members, can be seen in the garden. The school is said to have its live-force lying in a tradition of internationalism aimed at realizing respect and understanding between the peoples of the world, especially in the area from Indonesia to Japan.

IV.10 Australia answers affirmatively to this question, and quotes one of the three central aims of the Syllabus in Social Studies for Forms II, III and IV in New South Wales, which is stated as "To develop in the pupils suitable attitudes towards citizenship such as respect for the rights of the individual and for democratic processes, an appreciation of the need for law and order, international understanding and intelligent participation on the part of the individual in community affairs".

BYELORUSSIAN SSR

I.1 There are no legal provisions, practices or situations which constitute or could lead to discrimination in education. Article 96 of the Constitution proclaims the right of all people to receive instruction at all levels and in all categories of education, while Articles 97 and 98 assert "the equality of rights of men and women in all spheres, particularly in that of education, without discrimination as to nationality, sex or race".

(a) The Soviet school is based on democratic principles. Care is taken to unify and co-ordinate the various types of school; this is essential if continuity in school work is to be secured. All schools are co-educational, and all types of educational establishment are open to women as well as to men. The courses are identical, except for physical education and manual work, at the end of the secondary school course, for physiological reasons. Girls obtain the same diplomas, fulfil the same functions, receive the same awards, etc.

Foreigners resident in Byelorussian SSR have the same right of access to education as nationals.

(b) In general education schools, as in vocational schools, technikums, institutes and universities, instruction is free of charge,

(1) Editor's note: J. Hinde: "A School with a One World Ideal"; Hemisphere, an Asian-Australian Magazine, May 1969, Bridge Printers, Sydney, pp.2-8.

and there is no discrimination of any kind. The State finances the setting up of educational establishments and centres, the installation of equipment and so on, and the expense is shared by industrial firms, kolkhozes and sovkhozes. The State awards scholarships to students in technical and vocational colleges, specialized secondary schools and higher educational establishments. The school provides board and lodging for pupils coming from distant rural areas. Pupils pay reduced fares on the urban and inter-urban transport systems.

I.2 and 3 Since the ratification of the Convention, there has been no need to take steps to eliminate or prevent discrimination in the field of education in Byelorussian SSR.

II.4 (i) The network of school establishments has made it possible to provide compulsory education for a period of eight years, and all children between the ages of 7 and 15 attend a general education school. In recent years, these establishments have tended to become fewer in number but larger in size; this makes it easier to provide the essential material and technical equipment and to recruit qualified teachers. In 1970-1971 the Government of the Byelorussian SSR developed a network of boarding schools in rural areas, and in 1971 it adopted a decree intended to strengthen the system of general education in country areas. It has decided to take a number of measures to benefit rural schools in the next few years; for instance, the number of school buildings is to be increased and equipment in the methodological centres is to be improved. These measures also stipulate that students who have just graduated from secondary and higher teacher-training institutes must work in country schools.

There is also a unified system of pre-school education for children aged between 1 and 7 years (crèches and nursery schools).

(ii) One of the main economic and cultural objectives in the development of socialist society is to meet the demands of the scientific and technical revolution, develop general secondary education so as to fulfil its requirements and see that the content of such education is adapted to progress in contemporary science and technology. Much has been done to develop secondary education. In accordance with a decree of the Council of Ministers entitled "Measures for the further improvement of general secondary education", the introduction of compulsory secondary education was to be completed by 1970. Secondary education is provided either in specialized secondary schools and vocational schools or by evening classes or correspondence courses by which students may pursue their studies without stopping work. Workers attending evening classes or taking general or specialized correspondence courses have facilities and benefits (two hours' less work per day, and time off with pay in examination periods and when they are preparing theses). A number of evening schools provide further vocational training courses, and those attending them have one day off during the week, extra leave during examinations, etc. At its XXIVth

Congress, the Communist Party of the Soviet Union laid down new objectives, which will be reached during the present Five-Year Plan: the completion of the general introduction of secondary education and the systematic improvement of the standard of instruction and professional qualifications of the workers. The reform of the content of secondary education reflected in the new syllabuses is intended to present more clearly to pupils, in the light of the most recent scientific and technical discoveries, the fundamental laws governing social and natural phenomena. A continuous programme for the modernization of the educational process is being applied in the schools at present, and new textbooks and various teaching aids are being developed. A Charter of general secondary education was adopted in September 1970; its aim is to make further improvements in the work of the schools and to strengthen their authority.

II.4 (iii) Higher education is free of charge, and there is no form of discrimination. Higher educational establishments provide specialized training at the higher level in all branches of economics and culture, and there are many evening classes and correspondence courses for workers. The statistics enclosed with this reply show that there has been a marked increase in the number of students in higher educational establishments in rural areas. In 1959 the number of students in urban areas was 7.4% higher than the number of students in country areas. In 1970 this percentage had fallen to 5.5.

(iv) (a) The whole of the education system is organized and financed by the State. There is an institute for educational research attached to the Ministry of Education, the purpose of which is to improve the system of education for young people, and a Council for the Co-ordination of Scientific Research has been set up to co-ordinate the work. Secondary schools are being modernized; new syllabuses are being introduced, and new textbooks and various teaching aids prepared.

(b) All establishments are run by the State; there are no private establishments.

(v) As has already been mentioned in section 4 (ii), both urban and rural areas have an extensive network of evening classes (alternating courses) or correspondence courses which provide a general education and enable 122,500 young people to continue their studies without stopping their productive work. These courses are all financed by the State. Moreover, there are discussions and radio and television broadcasts to help those who are studying by themselves, and educational material, guides and documentary works are published for the same purpose. There is also a network of institutions providing vocational training and instruction in cultural subjects for adults.

(vi) The Ministry of Higher and Specialized Secondary Education, the Ministry of Education, the different national education bodies, the institutes for advanced teacher training and the regional methodological

centres have drawn up a plan for the period 1970-1980 which is intended to improve the scientific, theoretical and methodological training of teachers and people working in educational administration and to help them obtain higher qualifications. The system used comprises regular classes, periodical seminars and alternating special courses and correspondence courses. Considerable importance is given to the organization of personal studies undertaken by teachers and school administrators in order to improve their qualifications. All these staff training activities are financed by the State.

III.6 and 7 Article 96 of the Constitution guarantees the "right to school education in the mother tongue". Instruction is normally given in the pupils' mother tongue, but the parents may choose the language in which they wish their children to be educated. For some years now a network of schools has been developing in which some subjects are taught in a foreign language (English, French, German, Spanish). All citizens have the right to enrol their children in these schools.

IV.8 Socialist society, the Communist Party, and the State take the responsibility of preparing the younger people to play an active rôle in public, economic and social life and training the citizens of the future so that they are loyal to their country and devoted to the cause of communism, and possess physical, spiritual and social qualities of the highest order. The communist education of the young is the concern of all citizens of the Republic, and the schools in particular participate in this communal task. The Soviet school, as it develops, will preserve its character - that of a polytechnic school for workers - and continue to give pupils a solid grounding in all the sciences and a materialistic conception of the world, to teach them communist philosophy and to prepare them for life and the intelligent choice of a career.

IV.9 A special effort is made to give young people an education inspired by the life and work of Lenin and to develop in them Soviet patriotism and socialist internationalism. Improvements are being made in the organizational methods and forms of the ideological education of youth in both school and out-of-school activities, and the spirit of initiative and responsibility is fostered among the pupils. More international friendship clubs are being begun in the schools, and links with young people in other countries are being strengthened. Moreover, extra-curricular or out-of-school activities, scientific, technical, economic or sporting circles or groups, clubs, film societies, symposia, etc., all contribute towards education and promote the all-round development of the personality and understanding among peoples.

IV.10 Young people are brought up in a spirit of internationalism and friendship among peoples and are taught the principle of human dignity and the equality of all men without consideration of race, sex, colour, birth, ethnic group or religious beliefs, the ideals of peace and progress and scrupulous respect for human rights and freedom.

BULGARIA

I.1 The main task in the field of education since the establishment of popular power in 1944 has been the democratization of education and its reorganization on Marxist-Leninist bases. The fundamental provisions of the Convention are in line with the principles already laid down in the 1947 Constitution of the People's Republic. A new Constitution, which was adopted in May 1971, established the conditions necessary for an even more rapid development of public education. In accordance with paragraph 1 of the Decree of the Ministry of National Education (1954), education in Bulgaria is secular and available to all citizens without distinction as to sex, nationality or race.

(a) Article 45/1 of the 1971 Constitution provides that "citizens have the right to education free of charge in all categories of school establishment, at all levels and in accordance with the conditions defined by the law". The admission of pupils to secondary schools and to universities or other higher educational establishments is governed by ordinances and regulations. Candidates are classified according to the marks they obtain in the examination for the certificate at a lower level or in an entrance examination. The State provides a network of specialized establishments and schools for all handicapped children (deaf, blind or mentally retarded), and for children during convalescence, where they receive free training with a view to their integration into society.

(b) Article 45/6 of the 1971 Constitution provides that "the State shall encourage study ... , grant scholarships and encourage students who have shown that they have special gifts and talents". Many secondary school pupils receive bursaries which vary from 15 to 30 leva a month (0.86 leva equals US $1). Apart from the universities and semi-higher educational establishments, industrial firms and other enterprises (mines and co-operative farms, for example) may also grant scholarships of between 30 and 50 leva a month, the amount depending on the marks obtained by the student and the monthly income (which must not exceed 100 leva) earned by each member of his family. Married students with children receive an allocation of 20 leva for each child.

As the legal provisions are fully implemented, the State controls the development of the education system and does not allow any discrimination in this field. Not only is education free of charge, but the State - through the people's councils - establishes and maintains nursery schools, educational centres, study rooms, and other kinds of educational establishment, as well as boarding-schools, and provides school transport and free meals for primary school pupils, and the same facilities at very low cost for secondary school pupils and students. Apart from these various forms of aid, free clothing is distributed to children in various underprivileged areas of the country. The sixth Five-Year Plan (1971-1975) for economic and social development provides for capital expenditure on the building and equipment of schools and or school meals.

II.4 (i) Primary education is free of charge and compulsory for all children of Bulgarian nationality from the age of 7 to 16 (Decree of the Ministry of National Education, 1954, paragraph 2). The Regulations for compulsory education at primary level provide for administrative measures to be applied in the case of parents who fail to send their children to school or to see that they attend school regularly. It is laid down that a certain proportion of primary school pupils shall be educated in boarding-schools or day boarding-schools; this makes it possible to ensure that the regulations as to compulsory education are observed and to increase the effectiveness of education. These arrangements are to be extended so as to apply to 33% of the pupils from the first to the eighth class in primary education, until 1975. Pupils who have completed the full course of primary instruction receive a certificate and a vocational qualification.

(ii) The reply indicates that, in accordance with the Constitution, secondary education is free of charge, including the education provided in some categories of vocational school. All pupils who have completed the primary course may enrol in a secondary school, the choice of which will depend upon their interests and talents. About 96% of pupils from primary schools continue their studies at secondary level. Many secondary school pupils receive scholarships of between 15 and 30 leva a month. Many pupils have their meals in school canteens, where they pay only the price of the foodstuffs used in preparing the meals. An educational and vocational guidance system was set up in 1969, in pursuance of a government decision. This system, comprising a special council, services attached to the central administration, regional People's Councils, municipal councils and schools, was set up with a view to co-ordinating and unifying the action of all the State bodies and all the social organizations concerned. Bulgaria has thus solved the problem of the choice of a career, and various outlets are offered for young specialists from specialized secondary schools, higher educational establishments and universities.

(iii) The provisions for the admission of students to universities and other semi-higher and higher educational establishments in Bulgaria and abroad are contained in the relevant regulations. Admission depends on the results obtained at the entrance examination, without any distinction, restriction or preference based on differences of race, sex, language, political or religious concepts, social or national origins or material situation. Although higher education appears to be free of charge, in accordance with Article 45/1 of the 1971 Constitution, quoted above (see I.1 (a), II.4 (ii)), the State grants scholarships, provides rent-free accommodation and arranges for meals to be served in the university restaurants for which students pay only 48% of the cost. Students are entitled to free medical services, the use of rest homes, and paid holidays (for those taking correspondence courses). Twenty-five per cent of students whose permanent domicile is not in the place where they are studying are accommodated in university residences, which also include accommodation for couples. It is

estimated that by about 1975 75% of students will be accommodated in these establishments. Apart from those built by the State, there are university residences built by co-operative farms for their members.

II.4 (iv) (a) Paragraph 1 of the Decree of the Ministry of National Education (1954) states that "the education provided in all schools is based on the same syllabuses and curricula".

(b) In accordance with Article 45/2 of the 1971 Constitution, "school establishments belong to the State".

(v) Boys and girls who have not finished the primary course can do so at evening classes or by taking correspondence courses organized by the schools and universities. These students have from 6 to 50 days, extra annual leave with pay. Their working day is reduced by one hour, but they are paid the full salary.

(vi) There are no restrictions as to the sex of candidates for training as primary teachers.

II.5 The development of the national economy, culture and social relationships has made it essential to reform the education system and its structures, a process which was begun two years ago. In the near future secondary education is to be made compulsory, together with vocational education after the secondary school course. The content and methods of education are to be modified in all categories of schools and at all levels, so that they meet the real needs of life and help towards the building of an advanced socialist society.

III. In accordance with Article 45/7 of the 1971 Constitution, there are no schools intended for national minorities. The children of minority groups go to school with Bulgarian children, but they are given the opportunity to learn their mother tongue.

IV.8 Article 45/3 of the 1971 Constitution provides that "education is based on the achievements of modern science and on the principles of Marxist-Leninist ideology". The spirit of democracy, peace and humanity is encouraged in schools. Young people are taught to respect other nations, human rights and the fundamental freedoms.

IV.9 At primary level, the pupils study the Bulgarian Constitution, the structures of the State and the principal rights and obligations of citizens. Many schools maintain friendly relations with foreign schools by exchanging correspondence and groups of pupils during the vacations. An international pupils' camp is organized every summer. The reply also indicates that Bulgaria participates in the Unesco Associated Schools Project.

CYPRUS

I.1 There are no legal provisions, regulations or practices which constitute discrimination in the field of education. No one is deprived of access to education of any type. Public schools are open to all pupils without any discrimination based on nationality, race, language or religion.

(a) Turkish pupils who have completed their secondary education in Turkish schools are eligible to enter the Higher Technical Institute on the same basis as pupils from Greek schools. On account of the uniformity of the school system and the curricula, pupils can transfer from one area of the island to another as easily as from one type of education to another. In the latter case however the pupil must pass the prescribed examinations.

All public primary schools, 41 of the 48 public secondary schools and all institutions providing post-secondary education are co-educational. Only technical schools and the Agricultural Gymnasium are exclusively for boys. There is no difference as to the quality of the school premises, the qualification of teachers and the curricula between secondary schools for one sex and those which are co-educational; but from the fifth class of primary school to the end of the secondary course girls have lessons in domestic science.

(b) Scholarships are open to pupils from all national and religious groups, and are awarded on merit. Twenty-five per cent of public school pupils are fully or partially exempted from the payment of school fees on the basis of scholastic achievements and lack of means. Students at the Pedagogical Academy are awarded monthly subsistence allowances by the government. A public foundation was established in 1971 to award scholarships to enable poor but deserving pupils who have completed the secondary course to continue their studies abroad.

II.4 (i) Local authorities (urban and rural school committees) are responsible for running the primary schools and have the right to levy local school taxes. In accordance with Amendment Law 14/1962, primary education is free and compulsory for children between the ages of 6 and 12. Textbooks and equipment are also provided free of charge. Legal measures are taken against parents who fail to see that their children attend school regularly.

(ii) The Third Development Plan (1972-1976) provides for free secondary education until the age of 15. It is hoped that this Plan will be implemented as from the 1972-1973 school year. Local authorities (urban and rural school committees) are responsible for the running of secondary schools. School committees are empowered to collect an additional tuition fee from the parents of each pupil. At present, general secondary school pupils pay an average annual fee of £25, while those at technical, vocational and agricultural schools pay a fee of £12.

Eighty per cent of primary school pupils enrol in secondary schools, and an expanding apprenticeship system caters for an increasing number of young workers of secondary school age.

II.4 (iii) There is no university in Cyprus. There are however two institutes offering a post-secondary education: the Pedagogical Academy and the Higher Technical Institute. See paragraph I.1 (b) for the opportunities for students to continue their studies abroad.

(iv) (a) School premises are all of the same standard, as they are all built to plans drafted by the Technical Service Office of the Ministry of Education, which also prescribes the equipment. All schools at the same level follow the same courses, using the curricula and textbooks prescribed by the Ministry of Education.

(b) All private schools provide pre-primary, primary and secondary educational facilities in addition to those provided by the public authorities. The legal status of private schools is defined by Law 5/1971, and they must observe the same rules and regulations as public schools and must employ equally well qualified personnel in order to be registered. The duration of the courses, the curricula and the standard of education at these schools are subject to inspection by the Ministry of Education. Penalties of up to £200 in fines may be imposed if a school does not conform to the official standards, and under Article 26.1 of Law 5/1971, the school may also be closed down. There are two types of private school which are financed almost entirely from tuition fees: Greek private schools and foreign language schools. Greek schools belong to private individuals or bodies who administer them without any public subvention. According to the statistics enclosed with the reply, the number of these schools has almost doubled in the last four years: 12 schools in 1966 as against 23 in 1970. Tuition fees for pupils in these schools are four times as high as in general secondary schools. The reply shows that the nine foreign language schools, which are mostly run by Christian missionaries, are fee-paying schools, and some receive financial assistance from the Government of Cyprus.

(v) Evening Cultural Centres, which are run and financed by the Ministry of Education, provide courses for young people who wish to further their education and for illiterate persons.

(vi) The Pedagogical Academy admits a certain number of candidates each year. Selection is based on success in the entrance examinations.

III.6 and 7 Linguistic and religious groups (Turkish, Armenian, Maronites, English) have their own schools, but the primary schools for the Armenian and Maronite religious minorities are public education establishments whose staff are government employees. On the other hand, the Turkish schools are independent and governed by the Turkish Communal Chamber, in accordance with Articles 86 and 87 of the Constitution.

IV. With a view to developing the personality of young people and strengthening their respect for human rights and fundamental freedoms, education concerning the Universal Declaration of Human Rights and fundamental freedoms is given in the context of subjects such as geography,

history and especially civic instruction. Thanks to the work of the Unesco Clubs - which publish a magazine, and are to be found in almost all secondary schools - information concerning the various agencies and branches of the United Nations is disseminated by means of exhibitions of books and pictures and the projection of films and slides. The Unesco clubs also organize debates and short talks by the pupils on human rights and the rôle of the United Nations and arrange for ceremonies to be held on United Nations anniversaries. In May 1970, a Pan-Cyprian conference of Unesco clubs decided to set up a federation of all Unesco clubs in order to co-ordinate their activities. During the Conference an exhibition was held on the topic "Education and International Understanding". Moreover, six primary schools and eight secondary schools in Cyprus are participating in the Unesco Associated Schools Programme.

CZECHOSLOVAKIA

I.1 (a) To achieve democratization of education by making it accessible to all without difference of nationality, class, social rank and race has been an objective of the progressive forces in Czechoslovakia since World War I. In accordance with Law No. 95 of 21 April 1948 and the Law of 15 December 1960, a unified educational system has been created through its nationalization and the abolition of private schools since 1944. Special regulations provide for the education and training for an appropriate profession of the handicapped. Passage from lower primary education to the medium-level (grades 6-9) is possible without examination. Graduates of secondary schools with a medium of instruction other than Czech or Slovak can accede to higher education without discrimination, subject to their passing the matriculation examination.

(b) Social scholarships depending on the economic conditions of parents as well as scholarships granted on the basis of scholastic achievement are available to students of secondary and higher education.

II.4 (i) The principles laid down in Article 4 of the Convention are fully ensured by appropriate regulations. The law provides nine years of free compulsory primary (general and polytechnical) education for all children from 6 to 15 years of age. Textbooks and school equipment are also free. Pupils who comply with the obligations of school attendance but do not complete the education provided by the basic 9-year school, can be granted further attendance until they reach the age of 16, and later on as part-time or evening class students. The total number of basic nine-year schools decreased in the last decade since small schools are being gradually absorbed by bigger schools where it is possible to create more favourable and approximately equivalent conditions.

(ii) Primary education is followed by four years' general secondary education within a system of different types of secondary schools which

include vocational training. The orientation and extension of secondary education is determined by the needs of national economy and culture. Eighty-five per cent of young people continue their education at secondary schools. While general secondary schools prepare approximately 15-18% of the school-age group population, namely for university studies and some areas of the national economy, 52% of pupils attend training centres and apprentice schools and from the former young, qualified workers pass on to an appropriate vocational school. The four-year courses there ensure the education of over 18% of the population. Although students can continue their education at the university or college, most of them start working as semi-skilled technical workers after completion of vocational education, while many enrol at vocational secondary schools after having started working, with the aim of attaining higher secondary education. This shows that education does not end with the completion of a certain type of study but can continue at the following level and lead to university. The development of vocational (industrial) secondary schools has been remarkable, and the number of students - particularly girls - has steadily increased. Study at all levels and types of secondary schools is free, including textbooks and other school equipment, and pupils can obtain social scholarships based on merit or need. Nine to 11% of secondary school leavers proceed to higher education institutions, and their number is steadily increasing. Higher education is free and the students can obtain scholarships, depending on the financial situation of the parents and the scholastic achievement of the students.

II.4 (iv) (a) No answer is given to this question, but the report quotes from the law of 15 December 1960: "Schools and educational institutes create a unified school system in which particular levels and types of school are organically joined with (to) each other".

(b) All private and religious schools were abolished. At present all schools and educational establishments are financed by the State.

(v) No specific answer is given to this question, but it is mentioned that the material conditions for the education of workers will steadily improve and that workers will be able to broaden or get a new education as external or part-time students at all schools, courses and various educational or social organizations.

(vi) An important factor for further democratization of education is Law No. 31 of 24 April 1953 concerning the training of teachers. Those for nursery schools are at present prepared at the four-year pedagogical schools, which also provide for the training of instructors at out-of-school establishments. Teachers for nursery schools and others, with Hungarian, Polish or Ukrainian as medium of instruction, are trained in the corresponding language. A gradual transition of the training for nursery school teachers to university level is mentioned. Teachers of basic nine-year schools are given four years training at

one of the twelve teacher-training colleges or at faculties. Teachers of secondary schools (second cycle) are also prepared at the faculties, and technical and agricultural colleges of the School of Economics for specialized subjects. The selection of candidates for the teaching profession is determined by general requirements and there is no social or political discrimination. Young people are very interested in the teaching profession, and therefore the universities can select the best leavers of secondary schools.

II.5 No specific reply is given to this question, but the law of 15 December 1960 states that "a steady growth of working force and an increase in the wealth of society create favourable conditions for education ... which will steadily improve".

III.6 and 7 In addition to Czechs and Slovaks, there are amongst other national groups Hungarians, Germans, Ukrainians and Poles. The principles contained in Article 5.1 (c) of the Convention are reflected in paragraph 29 of the School Law, which provides that: "At the schools established for children and young people of Hungarian, Ukrainian and Polish nationality, their corresponding mother tongue is used in teaching", and "The Ministry of Education and Culture can authorize some schools to teach some subject in a language different from Czech or Slovak". However, "if the language used in teaching is not Czech or Slovak, one of these languages is also taught". Schools are established where members of a given nationality constitute a more compact community. There are primary schools and secondary and vocational schools or classes attached to ordinary schools where Hungarian, Ukrainian or Polish are used as medium of instruction, and State provisions exist for one of these three languages also being used for the teaching in nursery schools. As for members of the German nationality who are scattered, their children are taught German in the first grade of primary education, while from grades 6 to 9 the number of teaching hours of German are extended. Parents decide on the school they want for their children. The number of schools where Ukrainian is used as medium of instruction changed remarkably. During the 1960's, their development was not natural, but today it corresponds to the number of Ukrainian nationals.

IV.8 No answer is given to this question. However, the School Law of 1960 mentioned earlier provides "education based on the scientific world outlook, Marxism-Leninism, closely related to the life of the people and resting on progressive natural traditions". "Moral and political, aesthetic, physical, polytechnic and work education create conditions necessary for the all-round development of pupils' physical and mental forces and abilities, and for the right choice of vocation."

DENMARK

I.1 There are no legal provisions, regulations or practices which constitute discrimination in education.

II.4 (i) Primary education is compulsory and free for all children between 7 and 14. The period of compulsory schooling will be extended to 8 years in 1972-1973 and to 9 years in 1973-1974.

(ii) All children have access to the various types of secondary education, according to their abilities and interests.

(iii) In order to make higher education accessible to all on the basis of ability, the government grants aid to students from low-income families who are over the age of compulsory schooling and who are enrolled in recognized educational institutions. This aid takes the following forms: (1) Scholarships awarded either on the basis of both pupils' needs and the financial position of the parents, or on the basis of pupils' financial position regardless of that of the parents; (2) interest-free loans for the period of studies; (3) loans bearing interest during the period of study and the period of repayment; and finally, State-guaranteed bank loans, to supplement students' incomes.

(iv) (a) All examinations at secondary and post-secondary educational levels are conducted by the State, and the State carries out inspection of schools to ensure that the teaching in all the various parts of the educational system is of a uniform standard.

(b) Post-secondary educational institutions which are not State institutions are subject to State inspection and prepare pupils for State examinations.

(v) The question does not arise, since all children complete the full period of compulsory schooling.

(vi) All students who have taken the upper secondary school-leaving examination or the higher preparatory examination can take teacher-training courses.

II.5 All the necessary steps have been taken, as far as the available financial resources permit, to ensure the attainment of the aims set out in Part 4 (i) - (vi) of the questionnaire.

III. There are no discriminatory regulations which prevent national minorities from using their language at school or from teaching it. There are separate public or private schools for all national minorities at the primary and secondary levels of education. In the matter of pupils' scholastic achievement and examinations, these private schools are required to comply with the general regulations for public schools at the same level.

IV.8 The aims of the primary and lower secondary education given in the "folkskole" are to encourage and develop pupils' abilities and skills, to train the character and to impart useful knowledge. The aim of higher secondary educational institutions - the second part of the modern section (2nd form of "real" department) and three one-year classes - is to provide a general education as a basis for further study.

IV.9 It is in the Danish tradition to avoid setting over-details targets for legal and administrative provisions. Although the reply acknowledges that there is a difference between stating idealistic aims for education and their full attainment, it refers to the aims in question and states that the central or local education authorities unquestionably support the aims of education as defined in Article 5.1 (a) of the Convention. It is not felt necessary to revise the statement of those aims.

IV.10 The curricula do not include a subject called "Human Rights", but problems of human rights are dealt with generally at all levels of primary and secondary education, including teacher training in history, literature and civics courses. The legal, psychological and biological aspects of questions involving human rights are dealt with in higher education.

EGYPT (ARAB REPUBLIC OF)

I. There exist no legal provisions, regulations, practices or situations which constitute discrimination or which could lead to discrimination in the field of education.

II.4 (i) In accordance with the Charter (1962) and the Constitution, education is free for all at the various levels and types of instruction. Primary education has been declared compulsory since 1951, and Article 36 of the Law No. 68 (1968) makes the State responsible for providing all children of school age with primary education facilities. Efforts have been made to establish new schools and to expand the one-teacher school system in the primary stage. The same law stipulates that parents of children reaching school age should send them to school wherever there is one. With a view to implement compulsory education, the law further grants legal power to education officials for issuing procès-verbales to parents who, in spite of warning, continue to break the law.

(ii) All pupils may accede to secondary education, subject to their intellectual ability, the results of the proceeding certificate examination and the number of places available in the schools. Certain measures have been taken to establish new secondary schools of all types such as preparatory, general, technical and vocational.

II.4 (iii) Higher education is free and available for all on the basis of merit and appropriate qualifications. The State has done its best to establish new colleges and higher institutes, to provide grants, loans, school supplies, lodgings, food and medical care for students to help them to continue their studies.

(iv) (a) Programmes, teacher training, school buildings, and general certificates are unified. Law No. 68 provides for equal standards in all schools of public education at the various levels. All schools are subject to inspection and supervised by the Ministry of Education and its bodies according to laws, acts, circulars and instructions issued by the Ministry.

(b) Private schools have the same legal status, the same curricula as State schools, and their educational standards are supervised by the Ministry of Education. The same status of teachers in State schools is applied to those appointed to private schools.

(v) In the educational zones, vocational training programmes are arranged in co-operation with Unicef. Furthermore, literacy classes are organized in various parts of the country in collaboration with the Social Union, several institutions and social societies.

(vi) Training and in-service training for teachers are open without discrimination to all on the basis of individual capacity, the total marks obtained and subsequent to interviews. The length of studies and the examinations are unified for teacher-training institutions which are inspected by the Ministry of Education.

II.5 The objectives referred to in the preceding part of the questionnaire have been embodied in the Constitution and expressed in the laws and relevant articles of the Constitution.

III.6 There are no national minorities in the country.

IV.8 The first Article of Law No. 68 (1968) contains a definition of the aims of education which should help to enable the students to become good citizens through intellectual ability, physical and moral training, as well as social and national consciousness. The law further refers to the rôle of student unions to this effect. The importance of religious instruction is stressed in Article 6 of the same law.

IV.9 Education is directed towards the respect for human rights and fundamental freedoms, the promotion of understanding, tolerance and friendship among all nations, racial and religious groups.

IV.10 The study of other civilizations and countries is included in the primary and secondary school syllabuses for the teaching of history, geography, literature and economics. Social studies in the sixth year of primary education and the third year of preparatory schools include teaching about the United Nations and its Specialized Agencies

and their efforts for the maintenance of peace, the promotion of development and elimination of discrimination. Schools usually celebrate international days and similar occasions.

FRANCE

On 15 April 1971 a private member's bill was tabled to supplement two articles of the Penal Code, with a view to repressing acts of racial or religious discrimination or segregation.

I.1 (a) The Constitution guarantees "equal access for children and adults to instruction, vocational training, and culture, which means that the State is responsible for organizing free, secular public education at every level". Girls have access to education at all levels under the same conditions as boys, take the same examinations, and the same competitive entrance examinations (except for military and naval schools, etc.). In the case of separate establishments, those for girls only have equivalent facilities for access to education, equally well qualified teaching staff, and school premises and equipment of equal quality and the same courses of study can be taken.

(b) No difference in treatment exists among nationals, the criterion for the granting of scholarships being essentially the family economic level. Official grants to help students continue their studies abroad are awarded on the basis of the student's standard of work, his teachers' assessment of him, and the conditions as regards cultural exchanges between France and the country of his choice. The award of scholarships offered by private foundations depends on the student's standard and perhaps also, to a certain extent, on his social connexions.

I.2 With a view to eliminating all discrimination based on family economic level, pre-primary and primary education has been free in France since 1881 and secondary education since 1933. Higher education is also free, except for very small fees. The families of the most disadvantaged pupils receive State aid in the form of communal, departmental, national or State scholarships, subsidized school transport in certain cases, and the initial equipment required for technical and vocational training. The size of the scholarship is determined by the family's means and its responsibilities (children at home, handicapped persons, dependent parents). Candidates receive a scholarship only if they are promoted at the beginning of the school term or, in higher education, if they have passed the examinations or continuous assessment tests.

I.3 The fundamental structures of society created socio-cultural handicaps which the government is not always able to counteract. The different

forms of help given to the families of the most disadvantaged pupils do not make up for the lack of earning power due to the fact that a boy or girl stays at school and does not begin working. Since 1963, government action has been taken to introduce or provide facilities for life-long education, with a view to counteracting the effect of socio-cultural handicaps.

II.4 All educational reforms concerning structures, methods and so on have been directed towards the equalization of opportunities. The authorities responsible for the Sixth Plan have indicated that this is one of their main objectives.

(i) As stated in paragraph I.2 above, primary education is compulsory and free, and textbooks are supplied free of charge. The mayor and various administrative and educational authorities see to it that the obligation to attend school is complied with. Failure to do so results in the suspension or discontinuance of the family allowances payable to those responsible for the child, who may also be given a legal penalty.

(ii) Secondary education is free, and some textbooks are supplied free of charge. Secondary schools called Collèges d'enseignement secondaire were instituted by a decree of 3 April 1963, in order to integrate children from different backgrounds into the first part of the secondary school course (sixième to troisième). Pupils in the first part of the course, no matter what subjects they have chosen, attend these schools, and teachers trained in different subjects co-operate in determining what course the pupils should take, basing their decision on aptitudes, not social origin. Upon completing the first part of the course pupils are advised either to take the second part (long or short) or to do specialized training (apprenticeship or vocational courses). Such guidance is provided by employment specialists, representatives of the pupils' parents, and a doctor specializing in the health of school and university students.

(iii) All pupils who have obtained the baccalauréat are entitled to go on to higher education without a further examination. Those who have not obtained the baccalauréat but who, after five years of working life, wish to undertake higher studies can enrol in a university by taking a special entrance examination. Since the law on higher education policy was passed, on 12 November 1968, workers who have not obtained the baccalauréat have been admitted to certain universities (Vincennes, Nanterre, etc.), especially for evening courses.

(iv) (a) The teaching in all public schools of the same level, whether co-educational or not, and whether rural or urban, is of the same standard, owing to the various bonuses or benefits paid to teachers in the different establishments.

Private establishments may enter into agreements with the State, in conformity with the law of 31 December 1959. In the case of

"association" agreements, members of the teaching staff, who are under the supervision of the public inspectorate, must have the same qualifications as teachers in public schools.

As the State has the sole right to award certificates, diplomas, etc., examinations are public and open to all pupils from both public and private establishments and to independent candidates. Private schools can give only certificates of school attendance, except for certain technical schools recognized by the government, and under certain conditions.

II.4 (v) Measures directed towards the pursuit of a co-ordinated policy for vocational training and social advancement and the inclusion of such training in the context of life-long education have been taken by the government in order to improve the standard of education of persons who have not done the primary school course and who wish to take a course of studies according to their aptitudes. These provisions are contained in the law of 31 July 1959 on social advancement; the law of 28 December 1959 on the economic and social training of workers with trade union responsibilities; the law of 18 December 1963, creating the National Employment Fund; the law on educational policy and syllabuses of 3 December 1966, on vocational training; and the law of 31 December 1968, concerning the remuneration of those taking vocational training courses who are working as trainees; the law of 16 July 1971 on the organization of continuing vocational training in the context of life-long education; and the law of 16 July 1971 on employer participation in the financing of basic technological and vocational training.

Various measures to help foreign workers and facilitate the integration of their children into school life have been taken under the auspices of the Directorate of Co-operation. Part-time courses for the social advancement of adults are organized with subsidies provided by the State or by national establishments.

(vi) The State provides training for the teaching profession at the various levels as follows:

(a) Kindergarten and primary school teachers are trained in training schools in the various departments of France. The schools are separate for the sexes; entrance is by a competitive examination taken either after completing the classe de troisième or after obtaining the baccalauréat, and students are remunerated. Temporary and deputy teachers, who are recruited when they pass the baccalauréat, can obtain the teaching certificate after two years' practical work and professional training, and are eligible for a permanent appointment two years later.

(b) Teachers for secondary schools, for both the long course (agrégés, certificate-holders, assistant teachers, assistant technical

teachers) and the short course (teachers of general subjects or the theory of technical subjects) are recruited by the State in various ways:

Competitive examination for the agrégation: Students prepare for this at the university or at higher teacher-training colleges (the écoles normales supérieures), to which they are admitted on the basis of a competitive examination when they have done at least two years' post-baccalauréat study in special classes which prepare students for the literary and scientific "grandes écoles"; such students are remunerated. Students at these training colleges must undertake to serve in the public education system for five years. Agrégés are usually given classes in the second part of the course.

Competitive examination for the C.A.P.E.S., and the C.A.P.E.T., (secondary and technical teachers' certificates): Students prepare for the C.A.P.E.T., at the higher technical teacher-training college after a competitive entrance examination open to holders of the baccalauréat, or in one of the Institutions for the Training of Secondary School Teachers (IPES), to which students are admitted, on the basis of a competitive examination, after attending a higher educational establishment for one year. Students who hold a master's degree (one fourth of students) may also be authorized to spend an additional year preparing for the agrégation. Students are paid while they are studying, and must undertake to serve in the public education system for ten years.

Vocational instruction is provided by technical teachers recruited from among engineers who have taken a teacher-training course and holders of the technical teaching certificate.

II.4 (c) University teaching staff are recruited by various methods, but they are usually holders of the State doctorate, agrégés in law, medicine, and pharmacy or persons holding the doctorat de second cycle or the agrégation.

All teaching posts at all levels, except in military schools, are open to women.

II.5 The objectives defined in Article 4 of the Convention are explicitly set forth in the objectives of the Sixth Plan, the intention to provide equal opportunities for all being expressly stated therein.

The following are some of the measures taken to offset socio-cultural handicaps:

In pre-primary education, exercises in social conduct and communication, practice in oral expression, and sometimes lessons in the new mathematics and a foreign language, on an experimental basis.

In primary education, the introduction of the tripartite division of school time, which enables the child's physical, intellectual, and artistic aptitudes to be developed more harmoniously, and the reform of the teaching of French, with a view to fuller personality development for all children.

In secondary education, the abolition of Latin in the classe de sixième prevents a cleavage between children from different backgrounds at the outset of secondary schooling. The government expects, through the extension of the system of Collèges d'enseignement général, the application of educational research to the reform of teaching methods in various subjects, the improvement of guidance methods, individualized teaching, and the reform of teacher training, to achieve its objective - the full development of the human personality through education.

III.6 Alsace has a special status; and the school legislation in force in the departments of Alsace on 16 June 1940 was re-established by the ordinance of 15 September 1944. The answer gives detailed information as to denominational and inter-denominational schools. There are no national minorities with their own schools which use their own language as the medium of instruction. Basque (Catalan or Occitan) and Breton are accepted as second languages and can be taken as options in the examination for the baccalauréat; this provision was made in response to the demands of certain provinces and in order to encourage the cultural survival of provincial languages (Circular of 26 February 1963). A circular issued on 13 January 1970 establishes experimental initiation courses for foreign children for a full school year, a quarter, or half the school year; remedial classes have also been introduced.

IV.8 By virtue of the principles enunciated in the law of 4 October 1958, "France is an indivisible, secular, democratic, and social republic" which guarantees all citizens equality before the law without distinction as to origin, race, or religion; the State gives young people the opportunity to receive, in public schools, an education suited to their aptitudes, with equal respect for all beliefs.

IV.10 Teaching about human rights is implicit in primary school education and explicit in secondary school education, in the classe de seconde, classe de première and the terminal classes of lycées, in which pupils study the major stages in the development of freedom and the exercise of freedom, the American Declaration of Independence, the Declaration of the Rights of Man and of the Citizen, and the Universal Declaration of Human Rights. Civic education in the classe de première includes the study of France as a member of the United Nations and of the United Nations specialized institutions and France as a member of European institutions.

Assistance to the developing countries is dealt with in the terminal class, among the great economic problems of the world. Literary and philosophical works by great writers on the problem of human rights,

respect for the person, justice and the law are studied throughout the school course. Civic education, as recommended in the Convention, is given in such a way as to make every French person aware that civic sense at the national level is extended and enriched by awareness of the international community, the co-operation of all peoples and their contribution to the common heritage of mankind. Among the world problems studied in the terminal class history course are "great intellectual currents, institutions, and international co-operation."

In higher education the problem of human rights is dealt with in the course of specific studies, especially literature, philosophy, history, sociology, political economy.

FEDERAL REPUBLIC OF GERMANY

I.1 The Basic Law as well as the constitutions of the Länder provide that there be no preference or discrimination based on sex, birth, race, language, national or social origin, religion and political opinions.

(a) Access to educational institutions beyond the compulsory education stage is not restricted to any particular group of the population, but overcrowding in certain disciplines has led to admission limitations at university level. Only small numbers of girls enter higher-level careers, as drop-outs are more frequently observed among girls who often terminate their studies at the intermediate level.

(b) No noticeable discrimination exists with regard to school fees, grants of scholarships or other forms of assistance as well as permits and facilities for studies abroad. Transportation of pupils in rural areas to school is generally free or at reduced rates.

I.2 Amongst the measures foreseen in the School Development Plans of the Länder with a view to promoting equal opportunities for all social groups as well as a more active participation of pupils, parents and teachers in shaping the educational system are mentioned: the improvement of the rural school system; improvement and expansion of pre-school education; establishment of all-day and comprehensive schools; transformation of the upper level of primary education into a genuine secondary education; improvement of facilities for passage from primary into secondary education; school and vocational guidance; creation of facilities for people in employment to obtain secondary school-leaving certificates.

I.3 The realization of such reform projects has been impeded by difficulties resulting often from negative attitudes of certain groups of the population towards advanced education for their children who are directed rather towards the earning of a living, and by problems arising from the need to bring any planning for the development of advanced education in line with future labour market requirements.

II.4 (i) As provided by corresponding school laws, nine years full-time schooling (including primary and the lower level of secondary education) beginning at the age of six, are compulsory, while a tenth optional school year has been initiated. Part-time vocational instruction is compulsory until the age of 18 at least. Compulsory education is free. In the majority of Länder school supplies are provided for all pupils, in a few Länder only needy pupils. If necessary the competent authorities ensure compliance by all with attendance obligation by bringing a child to school by force. As foreign workers frequently keep their children at home in charge of younger brothers and sisters regulations are being enforced in all Länder with a view to registering these school-age children. Efforts to improve equal opportunities among pupils have led, amongst others, to a re-evaluation of pre-school education and testing of possibilities to develop kindergarten education into compensatory and preparatory training adapted to school requirements. Furthermore, recommendations formulated in 1970 by the Länder Ministers of Culture to adapt elementary school instruction more closely to particular interests and abilities of pupils, as well as the plans for the improvement of rural schools by creating larger and more effective central (Mittelpunktschule) or combined village schools with a view to offer more differentiated teaching, in particular in the upper grades of primary education, are also directed towards the realization of equal educational opportunities for all social groups.

(ii) Secondary education offered in public schools is free, and with a view to standardizing the overall educational system the school development plans of the Länder foresee the transformation of upper primary education (grades 5-9) into a genuine secondary school (Hauptschule). So far, the passage from primary education to secondary school continuing beyond the compulsory 9th grade has been simplified. Instead of the entrance examinations which previously took place after the 4th school year, classes 5 and 6 have become so-called "promotion" or "observation levels", thus avoiding premature decisions concerning access to the different categories of secondary education. With a view to equalizing the educational chances of pupils of different social origin, the Conference of Ministers of Culture adopted an agreement in 1969 to launch experiments (now under way) with all-day schools which would supplement to some extent the rôle of the family and be better adapted to modern life and work pressure on parents. The same Conference of Ministers decided in 1969 on the establishment of comprehensive schools (Gesamtschulen) which, after completion of the present experimental phase, may lead in all the Länder to the abolishment of the existing secondary schools with varying training facilities, and the generalization of a new school system structured according to levels rather than types and offering through more individualized teaching greater equality of opportunities. According to the Federal Educational Assistance Act of 1970, revised in 1971, scholarships may be made available to needy pupils from class 10 onwards, and, if they do not live with their parents, from class 5, the funds being provided jointly by the Federal Government and the Länder.

II.4 (iii) The matriculation examination passed after completion of general secondary education, or advanced technical schools, gives access to higher education. Furthermore, a special aptitude examination proving necessary capacities also allows for entrance to university. The measures taken to improve the passage from one type of secondary education to another will indirectly contribute to making higher education more widely accessible. The overcrowding in certain disciplines of higher education led to limitations of access (numerus clausus) which the Federal Government and the Länder hope to solve by an accelerated university construction programme. The above-mentioned Federal Education Assistance Act provides for scholarships to students also, as well as for loans on the basis of the parents' income.

(iv) (a) With a view to guaranteeing a uniform school system, regulations governing the training of teachers, curricula and examination requirements are issued by the Ministry of Culture of each Land, and school inspectors supervise the implementation of these principles. Nevertheless, teachers are relatively free in adopting pedagogical methods.

(b) Private schools are either equivalent to public schools (alternative schools) or supplementary educational institutions. In order to allow alternative schools to qualify for compulsory education requirements and the holding of examinations according to official regulations, the educational standards of these schools must be recognized as being equivalent to public schools, though they are not bound to use curricula identical with those prescribed for public schools. Supplementary schools only need to be registered.

(v) The number of persons having had no primary education is of no statistical significance, and everyone who did not complete nine years of compulsory education has a possibility of making up for it. Interested people, including those already in employment, may attend evening courses at secondary school level leading to the university matriculation certificate, as well as vocational schools, the final certificate of which gives access to advanced technical training. Further education facilities are provided by specialized and general training courses or night schools arranged by factories trade unions, professional boards or the churches.

(vi) Teachers are trained at universities which require the matriculation certificate. In-service training centred on acquiring teaching practice was to be generally introduced, in 1971, for teachers in every type of school.

II.5 With a view to elaborating a comprehensive educational development plan, the Constitution of the Federal Republic has been amended in 1969, thus granting the Federal Government the right of collaboration with the Länder in educational planning, on the basis of agreements. In 1970, the Federal Government and Länder Commission was established and is at present working out financially-secured plans to implement the reform measures mentioned under I.2 above.

III.6 School problems exist for children of foreign workers (from Greece, Italy, Yugoslavia, Portugal, Spain or Turkey), who are scattered all over the territory of the Federal Republic. The Ministers of Culture of the Länder endeavour to enrol these pupils in existing public schools, but not to create special schools for them in order to avoid the creation of ghettoes. The children are given instruction in their mother tongue to maintain contact with their own culture, and receive intensive instruction in German in preparatory or transitional classes in order to enable them to integrate into the ordinary German-speaking school.

III.7 Minority groups may participate in formulating school policies affecing them through their diplomatic missions which take an active part in organizing classes for foreign children under the supervision of the respective Land's Ministry of Culture, and generally provide teachers from the native country for instruction of the mother tongue and the respective culture.

Schools separated for linguistic reasons exist only in Schleswig-Holstein for the children of the Danish minority. These schools have the same legal status as public schools, and are subject to state supervision as are recognized private schools.

IV.8 The constitutions and school legislation of all the Länder define the aims of education which comply with the principles set forth in the Universal Declaration of Human Rights and the European Convention on the Protection of Human Rights and Basic Freedoms. The reply quotes from three Länder constitutions according to which the aims of education are, inter alia, respect for human dignity, social justice, democracy, tolerance for the opinions of others and peaceful co-operation with other peoples and nations.

IV.9 The educational reform measures foreseen in the school development plans for the Länder and referred to under I.2, contribute to achieve more fully the aims of Art. 5.1 (a) of the Convention.

IV.10 Since the Basic Law refers explicitly to the "inviolable and inalienable human rights as the foundation of every ... society ...", human rights or (more extensively) basic rights are dealt with in the curricula for civic and political education courses - apparently starting at the lower secondary school level - in all the Länder. Among the subjects for discussion listed figure: equal opportunities in education, minority rights, political significance of prejudices and taboos or respect for dignity and freedom of the individual, as well as necessity for tolerance. Human and Basic Rights are treated at the university level in courses on constitutional law, philosophy of law, political science, sociology or history.

HUNGARY

I.1 There is no legal or administrative provision which constitutes discrimination in the field of education or which could lead to discrimination.

(a) Hungarian citizens have access to all levels of education, as to foreign nationals resident within the territory of the People's Republic; for no legal provisions exist that constitute restrictive measures in that regard.

Although there is co-education at all levels of instruction, there are also schools for vocational training in special subjects studied only by boys or only by girls - for instance, schools at which girls train for careers as kindergarten teachers, nurses, midwives, child-care assistants, etc.

(b) Teaching is free in all primary and secondary schools, and the competent services of the State are responsible for granting the various forms of aid to pupils and for running the schools.

II.4 (i) By virtue of Law 1961/III, primary education is free and the period of compulsory schooling is ten years.

(ii) Secondary education in its various forms is also free. It is accessible to all, and pupils can pursue their studies in accordance with their own special aptitudes.

(iii) Higher education is provided for all, according to individual abilities. Higher education institutions fall into three groups: universities, training institutes for teachers in general schools, and higher technical institutes.

(iv) (a) Syllabuses are issued by the State, and all schools are required to follow them.

(b) There are no private teaching establishments within the territory of the Hungarian People's Republic. However, on the basis of agreements concluded with the State, churches may maintain a certain number of denominational lycées. The Minister of Education approves their statutes, and they follow the syllabuses set for State schools and are subject to supervision by the competent Public Education authorities. There are no restrictions as to access to these schools. In 1971 as in 1968 there were ten lycées run by the churches.

(v) The percentage of persons who had not had a primary education was 2.3% in 1970. Persons who have not had the instruction they need or wish can obtain an education in various ways - by taking correspondence courses or attending night schools, for instance.

(vi) Among the higher educational establishments there are institutes for training teachers for general schools; future kindergarten teachers

are given specialized training. Details as to the training of teaching staff for national minorities' schools are given in part III.7 of this summary.

III.6 By virtue of Article 49 of the Constitution, "The Hungarian People's Republic provides for every ethnic group living within its territory an education given in its mother tongue and the opportunity to observe its own national cultural practices". Moreover, Article 2 of Law III of 1961 states that "the opportunity offered children to be taught in their mother tongue during the period of their compulsory schooling must be provided in the future also".

According to Article 3 of Decree-Law No. 13 of 1962, in population centres where there are at least 15 children of the age when schooling is compulsory who belong to the same national minority, education must be given in their mother tongue if the parents or guardians so desire, or this language must be a compulsory subject in the curriculum. Hungarian language and literature are compulsory subjects for children in whose education another language is used as the medium.

III.7 (i) An extensive network of schools provides for the teaching of national minorities in their own language. The State is responsible for the direction and maintenance of these schools and lycées, and their status is identical with that of other schools.

During the school year 1970-1971 there were a total of 78 kindergartens - 30 for German children, 11 for Romanian, 23 for Slovak, and 14 for Serbo-Croat. Twenty-two (general) primary schools use a minority language as the teaching medium, while 267 primary schools include a national minority language in their curricula.

At secondary level, there are three lycées using German as the medium of instruction, two using Slovak, one Romanian and one Serbo-Croat. In 1971 the total number of pupils was 729.

Most of the pupils aged six and over and most students live in hostels and schools in which their own language is used. Twenty-eight inspectors belonging to the national minorities are responsible for the direction and professional supervision of the teaching staff of these schools. Teachers for them are trained in two establishments for kindergarten mistresses and three for primary school teachers. There are also four university professorships in this field, and three education institutes. The staff take refresher courses (2 to 4 weeks) and do special practical work both in Hungary and abroad.

(ii) The status of schools for national minorities is identical with that of other schools.

IV.8 The object of the school is to educate the children and therefore the nation with a view to promoting the full development of the human

personality and respect for human rights. It is the duty of the educational authorities to study measures for strengthening respect for human rights and for the basic freedoms, make the necessary contacts with bodies competent in matters such as cultural co-operation, and stimulate and encourage all activities which will promote peace, friendship, and understanding among all nations.

IV.9 Education aims essentially at awakening the feeling of socialist patriotism, which implies internationalism as well.

The (general) primary schools' syllabus published by Ministerial Order No. 162/1962 M.K.23 urges teachers to inculcate love of the socialist fatherland and of other peoples and respect for work and workers. The pupils must also learn that persons of nationality other than Hungarian living in the People's Democracy have on several occasions taken part in the struggle for progress. Children must also realize that members of national minorities have the same rights as Hungarians. They must be encouraged to take an interest in the political and economic life of Hungary and of other countries also. The reading of passages by foreign writers of the 20th century is included in the Hungarian language and literature syllabus for (general) primary schools. Geography courses are intended to give children in these schools a knowledge of working people in socialist and capitalist countries - their life, their work and their culture.

Secondary school syllabuses are intended to cultivate the spirit of friendship among the working people of the world. Pupils are instructed in the principles and activities of the United Nations, and the United Nations rôle in international life is studied in history courses. In literature, the world's most important works are studied. The same is true of music and the fine arts.

IV.10 As we have said above, children must learn that minorities have the same rights as Hungarians. Moreover it is made clear that teaching must strengthen respect for human rights and that there are new trends in all fields of education, the object of which is to help attain the aims of the Convention.

ITALY

I.1 The Constitution, Articles 33 and 34 of which provide that all have the right to education, and also legal provisions forbid all forms of discrimination.

(a) There is no legal provision preventing or restricting the admission of pupils to schools or their transfer from one type of school to another.

(b) There is no regulation which contains provisions designed to treat nationals differently as regards any form of pupil assistance, except on the basis of merit or needs. Scholarships and family allowances, for example, are awarded in accordance with the results of a competitive examination. Foreign students resident in Italy have access to the national schools if they meet the necessary conditions as to equivalence of school certificates. Law No. 942 of 31 October 1966 even provides scholarships for refugee students enrolled at universities, foreign students, and foreign graduates who have held their degree for a maximum of three years.

II.4 (i) Article 34 of the Constitution provides for education to be free and compulsory for at least eight years, including five years of primary instruction for children aged 8 to 14. Laws No. 719 of 10 August 1964 and 942 of 31 October 1966 were passed in order to ensure that everyone complies with the obligation to attend school. They provide for a fund to be set up, financed from the budget of the Ministry of Public Instruction, to meet the cost of aid to needy pupils, whether monetary aid or other facilities, such as school transport, clothing, medicine, scholarships, textbooks for primary and secondary schools, free places in national boarding-schools and residences for girls, and contributions to school funds for aiding individuals or promoting recreational and cultural activities.

(ii) Article 34 of the Constitution states that "the able and the deserving, even if they lack means, have the right to attain to the highest level of education". In compliance with Law No. 1859 of 31 December 1961, compulsory schooling has been extended to the first part of the secondary school course (lower secondary). This same law, which concerns the financing of the 1966-1970 Five Year School Development Plan, provides for substantial allocations to provide book coupons for lower secondary school pupils, which is a step towards the distribution of free textbooks to all needy pupils. All pupils who have obtained a lower secondary school-leaving certificate may enrol in an upper secondary school, and by Law No. 942 they receive the same forms of assistance as are provided for needy pupils in lower secondary schools.

(iii) Until 1969, more or less the only pupils who could enter a university were those with certificates from a classical or science liceo. Since the adoption of Law No. 910 of 11 December 1969, pupils with a certificate from any upper secondary school offering a course of five years or less can also enrol in a university, after taking a preparatory ("integrating") course. Laws No. 80 of 14 February 1963 and 162 of 21 April 1969 established the system of grants for university studies and procedures for awarding them - the main criteria being merit and need. The amount of the grant is 250,000 lire a year for students who live in the city where their university is situated; those who live elsewhere receive 500,000 lire. Law No. 942 of 31 October 1966 provides grants of 1,500,000 lire a year for students who have obtained a degree within the last three years.

II.4 (iv) (a) There are no separate schools for the two sexes, with the exception of establishments for girls only, such as girls' technical and vocational institutes and kindergarten teacher-training schools.

(v) Italy replies that various free facilities are provided with a view to eradicating illiteracy and educating adults and young people who are over the compulsory school age. The reply lists such activities as primary education courses, refresher courses at primary and secondary level, summer schools, reading centres, and centres for life-long education.

(vi) Access to the teaching profession is open to all, though only women can train as kindergarten teachers. Pupils who have succeeded in a competitive examination for lower and upper secondary schools and obtained a degree or the upper secondary diploma are qualified to teach. Primary school teachers take a four-year course in a teacher-training school.

II.5 As in most countries, young people belonging to different social groups do not really have the same opportunities at school, although the government provides various forms of assistance for those who are in difficult financial circumstances. Other measures for the same purpose are formulated in the "Proposals for the new School Plan" which was published in 1971 by the technical committee for school programming set up in 1970 by interministerial order within the Ministry of Public Instruction. The new School Plan provides for the implementation, in the next five years, of the right to education for all, and more particularly for young people who, because of the existing structures of the school system, have not been able to profit fully from a post-primary education. The new Plan also provides for refresher courses for teachers, action to improve the linguistic knowledge of children from socio-culturally disadvantaged families, and measures to ensure that everybody complies with the regulations for compulsory school attendance, reduce the amount of dropping out and repeating, and gradually extend the network of full-time schools.

III.6 and 7 Italian is the medium of instruction in all educational establishments and at all levels. However, Article 6 of the Constitution provides for the protection of linguistic minorities by prescribing that either the language spoken by the minority must be a compulsory subject or the minority language must be used instead of Italian as the sole teaching medium. In the province of Bolzano there are German-language schools, which are staffed by teachers whose mother tongue is German. In the territory of Trieste, Law No. 1012 of 19 July 1961 provides for schools which use Slovenian as the medium of instruction; and in the province of Gorizia the mother tongue is used in the schools. French is a compulsory subject in schools in the Valle d'Aosta, and Ladin in the localities where that language is spoken. By law Italian is a compulsory subject in all these schools, which must follow the ordinary school syllabuses, adapted to the needs of schools for minorities in compliance

with the provisions of Decree-Law No. 555 of 16 May 1947. For schools in the Valle d'Aosta, a joint commission consisting of representatives of the Ministry of Public Instruction, the Valle d'Aosta council, and teachers has been set up to adapt the syllabuses and for other educational purposes.

IV. The aims of education follow directly from the principles enunciated in Articles 3, 4 and 34 of the Constitution, according to which every Italian citizen has the right to education and to work in accordance with his interests and abilities. The object of Italian schools is to raise the educational level of the people, thereby increasing their participation in and their contribution to the values of culture and civilization. The civic instruction courses given in primary and secondary schools contribute to the pupils' social training.

LEBANON

I. In principle, there is no discrimination in the field of education; one of the main Articles of the Constitution establishes freedom of education.

Although in theory education is open to all, various direct or indirect obstacles still prevent the elimination of a certain de facto discrimination.

Among these obstacles are the facts that free, compulsory education is not general and that there are few public or private schools.

Education is free only in public schools and colleges; the cost of private education is such that only the wealthy classes of the population can attend private schools, though nearly twice as many pupils attend private primary schools as are enrolled in public schools.

De facto discrimination exists at the level of higher education also, because of the fees charged by private universities, selection by competitive entrance examination, and the relative restriction of fields and opportunities for specialization.

MALTA

I.1 There are no legal provisions, regulations, practices or situations which could lead to any form of discrimination.

II.4 (i) Primary education is free and compulsory for all children who have attained the age of six, until they reach the age of entry into secondary school.

II.4 (ii) Secondary education, which is compulsory until the age of 15, is accessible to all children who have completed six years of primary school.

(iii) Higher education is accessible to all on the basis of individual ability. It is free at the Malta College of Arts, Science and Technology and at the Teacher-Training Colleges. Students of the Royal University of Malta are freed of charges if their parents are unable to pay fees, and financial assistance is given to students from the sister island Gozo towards board and lodging expenses during term time.

(iv) (a) Standards are equivalent in all public educational institutions of the same level.

(b) Private schools which benefit from a State licence are expected to maintain at least the same standards as compared to State schools of the same level.

(v) Evening classes offer illiterates a chance of pursuing education up to the primary level.

(vi) The two teacher-training colleges provide for the same conditions regarding entry, training and final examinations for both men and women.

II.5 The de facto and de jure conditions existing, no further measures are necessary.

III.6 There are no national minorities to speak of on the Island.

IV.8 and 9 No comprehensive education act exists which gives legal definition to the aims of education, but the draft of such an act is being prepared for the necessary legislation and reflects the aims set forth in Article 5.1 (a) of the Convention. Malta's educational system and its objectives set for curricula and methods contribute fully to the realization of the aims of Article 5.1 (a) of the Convention.

IV.10 At primary school level, which ends at the age of 11, the curriculum does not contain specific reference to human rights. The secondary school curriculum stresses the rights of the individual and the family, as well as the duties of the State, the employer and the employee. As to higher education, the subject of human rights is dealt with on an "ad hoc" basis in connexion with social studies, while the Royal University of Malta provides lectures on human rights for students taking the course of law. Human rights are not dealt with directly in teacher-training colleges, but form part of the studies on social aspects of education and on principles of education.

NETHERLANDS

The reply refers to the first periodical report, prepared in August 1966, and indicates a few modifications as at July 1971:

I.1 (b) Scholarships, interest-free loans and other study grants are as a rule intended for persons of Netherlands nationality, though in certain cases exceptions may be made.(1)

II.4 Law on Compulsory Education (1900) (Bulletin of Laws No. III) was rescinded by the Law on Compulsory Education which came into force on 1 January 1969. That law was amended on 1 August 1971. Under this 1969 law, as amended, schooling is compulsory until the age of 16 or the end of the ninth year of instruction. Education is free during the period of compulsory schooling. Pupils who start work on completion of their compulsory education have to do a part-time course - one day of study a week for one year - at an institute of education, for instance. The foregoing amended law, which came into force on 1 August 1971 and refers to the Labour Law of 1919, forbids employers to require pupils to work during the time set aside for this compulsory part-time education.(2)

NETHERLANDS (NETHERLANDS ANTILLES)

I.1 Education is the constant concern of the Government, and Section 140 of the Constitution of the Netherlands Antilles gives all children in the territory access to general education. Public education is regulated by the Land's Ordinance, all religious persuasions being duly respected.

(a) Public schools are open to all children without discrimination; there is no discrimination in the field of education.

II.4 (i) Under Section 140 of the Constitution, "the Government must maintain an adequate number of public primary schools".

(ii) After leaving the primary school, any child may go on to a secondary school.

(iii) The Government of the Netherlands Antilles awards scholarships to enable pupils with sufficient ability to undertake university studies or higher vocational training abroad.

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(1) See also Unesco, Paris, 5 August 1968, Doc. 15 C/11, Annex D, para. 69.
(2) See also Unesco, Paris, 5 August 1968, Doc. 15 C/11, Annex D, para. 480.

II.4 (iv) (a) Paragraph (b) of Section 140 of the Constitution provides that "education is free, subject to Government control exercised in conformity with the Land's Ordinance and, as regards primary and secondary general education, subject to an inquiry into the competence and morals of teachers, in accordance with the criteria laid down by the Ordinance".

(b) Paragraph (e) of the same Section of the Constitution provides that "the standard of education in establishments wholly or partially financed from public funds shall be laid down by the Ordinance with due regard, in the case of private schools, to freedom of conscience". Paragraph (f) states that the same standards shall apply both to public schools and to private schools financed from public funds. In the Netherlands Antilles the primary school system is designed to give children a basic general education, which is considered essential for every citizen.

NEW ZEALAND

I.1 It has not been necessary to take any legislative measure or to change existing practice, as the spirit of the Convention has long been observed in New Zealand. The secular educational system provides equality of opportunity and treatment for all children regardless of race, colour, sex, beliefs or other considerations.

(a) In 1970, 88.7% of all children attended State schools. Progression from one class to the next is virtually automatic, the only selection process being that of national examinations which do not begin until the third year of secondary education, after ten years of schooling. Admission to higher education is based on academic ability only. All State primary schools and most State secondary schools are coeducational. Separated schools for the sexes offer equivalent access to education, although some local difficulties may occur, for example, in providing mathematics or science teachers for girls' schools. These difficulties are usually overcome by sharing teaching staff.(1) The quality of teaching, the curriculum and the school facilities in boys', girls' and coeducational schools are the same, subject again to local difficulties.

(1) Editor's note: As the first periodic report on the implementation of the Convention already referred to these difficulties (see Unesco document 15 C/11, (5 August 1968), Annex D, p. 129, paragraph 642), efforts have been made since to overcome the problem by the sharing of staff in those subjects for which there is a shortage of teachers.

I.1 (b) As tuition fees are not charged at any State school, the only difference in treatment is based upon merit or need. In order to help students continue their study in higher education institutions, financial support, State bursaries or allowances are awarded on academic ability. Bursaries vary according to the level of attainment and are scaled up with each year of successful study. Special allowance is made for linguistic and cultural problems of school-age Maories and Polynesians: additional staff is appointed to schools with a high proportion of such pupils, and financial assistance helps them to continue their education. No permit is needed for the pursuit of studies abroad and necessary facilities are granted without any discrimination.

I.2 The measures taken are to maintain and promote further racial harmony and are part of a continuing policy.

I.3 This point is not applicable.

II.4 (i) Primary education is free and compulsory. Although the law requires 9 years of full-time schooling, between the ages of 6 and 15, at present 95% of children enter school at the age of 5 and a high proportion remains at school beyond the age of 15.

(ii) As tuition fees are not charged at any State school, general secondary education is accessible to all, since the competitive entrance examination was abolished in 1936. In 1970, almost 85% of those between 15 and 16 years of age were in full-time attendance at school.

(iii) Admission to higher education is subject to academic ability only. In 1970, 20.1% of the total number of school leavers intended to continue on at a university, teachers' colleges or a technical institute. Students are encouraged by various bursaries and awards granted to those with appropriate qualifications. State bursaries provide, as a minimum payment of 9/10ths of university tuition fees. Teacher trainees receive allowances between N.Z. $1,000 and N.Z. $3,000. A similar scheme exists for financial support of students at technical institutes. Boarding bursaries are also available for those living away from home or for those suffering from hardship. Medical services are offered in universities to those with no local practitioner.

(iv) (a) All pupils study the same basic curriculum, although some local difficulties may occur in providing mathematics or science teachers to girls' schools.

(b) New Zealand refers to the first periodic report on the implementation of the Convention.(1) The Government provides

(1) Editor's note: See Unesco document 15 C/11 (Paris, 5 August 1968), Annex D, p. 62, para. 249.

financial assistance to private, mainly religious schools, to ensure equality of educational standards.

II.4 (v) In 1971, more than 4/5ths of the population had at least 11 years of schooling, and over half had at least 12 years. In 1970, 55% of pupils between 16 and 17 years of age were in full-time attendance at school.

(vi) Due to the egalitarian character of the New Zealand society, there is no discrimination in training for the teaching profession. Entry to teachers' colleges is determined on the basis of academic or technical qualifications, personal suitability and freedom from any disability which would be incompatible with effective work as a teacher. Those who study the teaching profession at university, may receive an allowance upwards of N.Z. $500 in addition to other awards.

II.5 New Zealand believes that the present provision of education already achieves the aims set out in Article 4 of the Convention.

III.6 Within a framework of a continuing policy, special allowance is made for linguistic and cultural problems of school-age Maoris and Polynesians, to encourage pride in their cultural heritage, supported by the knowledge that cultural differences are understood, accepted and respected by all children. English being compulsory for all pupils up to Form VI, the teaching of Maori in primary schools is subject to ministerial approval. In 1971, this language was introduced as an optional subject for 2 hours a week at Form II level (i.e. to children of about 12 years of age) into 33 primary and intermediate schools attended by Maori and non-Maori alike. Any secondary school may teach Maori as a subject in its curriculum. In 1971 this language was taught in 51 secondary schools out of a total of 392. Maori is an optional subject for School Certificate Examination, University Entrance Examination and University Bursaries and Entrance Scholarship Examination.

III.7 There are no schools intended solely for Maoris. Private church schools, which were originally designed for Maoris only, now admit non-Maoris, though priority is given to Maoris because of their special needs. As mentioned under I.1 (b), financial assistance is given to Maori and Polynesian pupils.

(i) and (ii). These points are not applicable.

IV.8 The aims of education are not legally defined but expressed in the syllabuses.

IV.9 The objectives contained in Article 5.1 (a) of the Convention are realized through the compulsory social studies syllabus up to Form IV, through geography and history at Form V, and through liberal and general studies in Forms VI and VII. The aims set out in the 1961 primary school syllabus, which was revised in 1968 by the Department of Education, emphasizes the overall aim of understanding human behaviour both as an individual and as a member of society, and to help children take an intelligent and sympathetic interest in the various peoples, communities and cultures of the world. Furthermore, the "Social Studies Newsletter", No. 4, June 1970, joined to the reply, indicates that in each year a basic theme is given for the studies, e.g. cultural differences (Form I), which should lead to a better understanding of important aspects of the nature and causes of human behaviour. In Form III, the basic theme is social control, which includes investigation into different social systems, a variety of formal and informal controls such as beliefs, laws, rules and customs as they operate in the family and in the State, and affect lives of individuals and groups in island communities, multitribal and multiracial societies and large contemporary States. International understanding is derived from learning a foreign language; an increasing number of students learn Japanese, Malay and Indonesian in addition to the major European languages.

IV.10 As understanding of human interdependence is a basic educational objective, this is closely related to the instilment of respect for human rights. In teachers' colleges, although there is no nationally prescribed syllabus, all students receive some teaching about human rights through social studies, either as a core subject or as a major or minor part of their specialized course. At university, there is no teaching directly related to human rights; this depends upon the subjects chosen by the student, such as history and philosophy.

NIGERIA(1)

I. As education is on the concurrent legislative list for the different governments of the Federation, basic laws are governing a number of the various levels of education. Specific sections of these different laws could be interpreted as particularly giving effect to

(1) The summary is based on the first periodic report, which Nigeria sent in in January 1968, and the second, drawn up in early 1972. Since there are various conceptions of national minorities and since the second report was probably not prepared by the same person as the first, there is a contradiction as to national minorities between the two reports which is not reflected in this summary.

the principles combating discrimination on the basis of religion, sex, race, etc., as set forth in the Convention and Recommendation: Education (Lagos) Ordinance, 1957, Sections 53 and 54; Education Law, 1954 (Western Region), Section 19; Education Law, 1956 (Eastern Nigeria), Section 21; Education Law, 1962 (Northern Nigeria), Sections 27-29.

Since there are no provisions or regulations enshrining discrimination as defined by the Convention and Recommendation, it has not been necessary to abrogate any statutory provisions or administrative instructions.

I.1 (a) Separated schools exist for boys and girls, but they offer the same or equivalent courses, have teachers with equal qualifications and equally equipped premises. Foreign nationals have the same access to education as nationals.

(b) Administrative circulars have been addressed to all headmasters and headmistresses impressing on them that the collection of any fee from pupils is prohibited. Scholarships are generally granted on the basis of merit and/or need, but the country's need for indigenous manpower is also taken into account. Necessary permits and facilities for the pursuit of studies abroad are granted to pupils or students of whatever nationality resident in Nigeria.

II.4 (i) Primary education is not yet compulsory in any part of the country, but it is free in Lagos, Western and Mid-Western States. The first four years of the course used to be free in the former Eastern Region, but the three States created from this region after the recent civil war had to collect some fees towards the costs of reconstruction.

(ii) With a view to coping with the rising number of pupils wanting to enter secondary schools, the number of places available is being increased by expansion of existing schools and the establishment of new ones. Many local communities and some State Ministries award post-primary scholarships to destitute students.

(iii) The number of places in existing higher education institutions is being increased, and the Federal and State governments increase their scholarships and bursary awards. Some universities consider the establishment of loan schemes, while many firms, corporations and individuals are encouraged to offer scholarships and/or holiday jobs for students. Medical treatment is free and students' lodging, food and transport are heavily subsidized.

(iv) (a) As to measures taken to ensure equal standards of education, they include the provision of teachers with the same qualifications, of equipment of the same quality, and the opportunity for pupils to take

the same or similar examinations at the end of the course. The Inspectorate established in all State Ministries of Education is responsible for the maintenance by all public schools of the minimum standards.

(b) Private institutions exist throughout the country in order to provide educational facilities in addition to those established by the State. These schools, which are legally not allowed to discriminate with regard to the admission of students, are subject to inspection and have to respect minimum standards as to building and equipment, staff and tuition fees. Schools which do not fulfil these conditions could be closed.

II.4 (v) Many States are intensifying their efforts towards adult education and functional literacy. The Departments of Education (adult or continuing education) of the universities as well as some firms and some voluntary organizations are rendering useful services to this effect.

(vi) The entry requirements to teacher-training colleges are the same all over the country and admission is free of any discrimination. The graduates take some papers in common and have uniform salary scales.

II.5 As regards the de jure situation, no other measures are necessary, but to realize de facto the objectives defined in Article 4 of the Convention, the States and the Federal Government will have to help poor communities towards the overall development of education and the equality of educational opportunity. Measures are contained in the present four-year development plan (Second National Development Plan 1970-1974) of the Federal Government.

III. There are no national minorities in Nigeria.

IV.8 The aims of education set forth in Article 5.1 (a) of the Convention are legally defined in the Education (Lagos) Ordinance 1957, Education Law 1954 (Western Region), Education Law 1962 (Northern Nigeria), and Education Law 1956 (Eastern Nigeria).

IV.9 The Government is now placing great emphasis on educational planning with the assistance of Unesco experts.

IV.10 At primary, secondary and teacher-training institutions, civic studies include teaching on human rights. As regards the situation at universities, all students, regardless of their level, are encouraged to learn about human rights through extra-curricular activities such as lectures, debates or membership of school societies.

NORWAY

I.1 (a) and (b). Norway gives a negative reply to both questions, but indicates that, with some exceptions, there are more applicants to the various forms of secondary education than schools are able to receive.

II.4 (i) In conformity with legal provisions, primary education is compulsory and free for at least seven years. In a number of districts, compulsory schooling has already been extended to nine years, and it is expected to have this situation generalized in a few years, according to a new primary education law. Compared with 1966, when about one-quarter of sixteen-year old pupils had passed through nine years of compulsory education, the respective figure represented about three-quarters of pupils of the same age group in 1971.

(ii) As a rule, secondary education is free, but the pupils have to buy their own books. Efforts are made to build new schools with a view also to ensuring that as few pupils as possible have to live away from home. A scholarship system is developed where special consideration is given to pupils who have to live away from home. A new type of secondary school, combining grammar school with technical and vocational training, is being established in some districts on an experimental basis. Of the 17-year olds, there are at present 60% enrolled in secondary education.

(iii) Higher education is now offered to a greater extent in the districts. A new university is being established in northern Norway, and on an experimental basis some district schools for higher education are run in smaller towns and in central places in the countryside. Students pay no fees. The State offers loans and grants, which are both graded according to expenses and income of the beneficiaries. The interest is lower than on loans in ordinary banks, and the terms of repayment usually run over 15-20 years. Maintenance grants are given to all students who have to leave home for the purpose of their studies. Institutions which are in charge of certain welfare facilities for students (administration of lodgings, free medical help, lower prices for food) are supported by the State.

(iv) (a) All schools of the same level have to meet certain standards set up by the central authorities with regard to buildings, equipment, textbooks, teacher training and salaries, etc. The curriculum plans for all schools are elaborated by the Ministry of Education. They all offer the same courses of study and lead to the same official examination.

(b) Private schools have to meet the same standards as public schools, and are as these ones subject to inspection by the school authorities.

II.4 (v) In Norway, persons above the age of 16 who want to complete their 7-year primary education up to the level of 9 years of education, are offered part-time evening courses or correspondence courses. Those who want to improve their leaving certificate of nine-years' primary school by new examinations, may follow such courses, or prepare themselves independently. The education of adults at different levels is being developed within the ordinary education system.

(vi) Training for the teaching profession takes place in the teacher-training colleges and universities run by the State. Curriculum plans and common final examinations ensure that standards are equivalent. It would appear from the reply that various forms of aid available to university students and referred to under 4 (iii) also apply to students enrolled in teacher-training colleges.

II.5 The national education policy, in general, is in full accordance with Article 4 of the Convention. Further progress is a question of time and financial resources.

III.6 In Norway, Lapp parents are free to choose for their children initial instruction in Lapp or Norwegian. It has been generally agreed that the Lapps, belonging to a small minority, have to learn Norwegian. The children, who have their first instruction in Lapp, are taught Norwegian as a foreign language, which at a further stage can then be used as a medium of instruction. Textbooks for other subjects than Lapp are in Norwegian. In the 8th and 9th grades Lapp is taught when parents or the pupils so choose.

III.7 (i) Distinct schools for Lapp children are public schools. Lapps may participate in the formulation of policies and in running the schools as elected members of the school board, while Lapp teachers are members of the local teachers' council. Lapp teachers also participate in the experimental work undertaken by the Ministry of Education to improve material and methods of teaching in the bilingual districts.

III.7 (ii) Teaching of the language and culture of the minority is being improved within the public district schools for both Lapp and Norwegian pupils. These schools are offered better financial conditions than in other districts, allowing for smaller classes and more time for group teaching than usual. School authorities have been very attentive lately to the educational problems of the Lapp children, and quite a lot has been achieved in the way of approaches, methods of organization and teaching materials.

IV.8 Educational laws are in full accordance with the general principles laid down in Article 5.1 (a) of the Convention. Aims of education

are defined in very brief terms, but work for peace is especially mentioned in the law itself. The ideas embodied in Article 5.1 (a) of the Convention are fully reflected in the curriculum plans, worked out according to the law by the Ministry of Education.

IV.9 The curricula of primary education have been revised in 1971 and aspects concerning teaching for international understanding are being taken into consideration.

IV.10 The teaching of human rights is offered in the primary school as well as in secondary, higher education and teacher-training institutions, within the framework of social studies such as history, geography and civics.

PANAMA[1]

I.1 Panama acceded to the Convention on 10 August 1967, but has not ratified it. Consequently the instrument has not the force of law in the country and cannot modify any law that has received approval. However, as the legislature of the country is opposed to all forms of discrimination, there is no conflict with laws adopted before Panama's accession to the Convention. The principles enunciated in the instrument are contained in the National Constitution of 1946 and in Organic Law No.47 of 1946, on education. Since its accession to the Convention, the government has laid greater stress on the application of all its provisions, but it has not needed to take any special action, since the situations referred to in the Convention do not exist in Panama. Agreements or conventions, accepted and approved by governments and international bodies, to which Panama is party are conformed to and applied, but have not the force of law except under the conditions established by Articles 118 and 126 of the Constitution.

In Panama neither individuals nor groups have been accorded any right which might prejudice the struggle against discrimination in the field of education, and it has not been necessary to abrogate legislative or administrative provisions, since the measures in force and those taken since 1946 guarantee freedom of education and eliminate discrimination at every level, in compliance with the single chapter (Disposiciones Fundamentales) of Organic Law No. 47.

(a) The first Article of this single chapter stipulates that "it is the right and the duty of all children and young persons living in the country to receive from the State a complete education, without discrimination based on race, sex, wealth, or social situation"; and

(1) As Panama did not send in a first periodic report, the Government has drawn up a report bearing on the first as well as the second questionnaire.

Article 3 of the same chapter provides that "all educational establishments, whether public or private, are open to all pupils without distinction as to race, social situation or religion". There are no separate public schools for the two sexes, and where there are separate schools at the secondary level it is because of their particular type of work - vocational and technical schools, for instance. On the other hand there are some private primary and secondary schools run by religious orders where the separation of boys and girls is maintained.

I.1 (b) Pre-school, primary, and secondary public education is free; but, in conformity with Organic Law No. 47 and its Article 69, as amended by the first Article of Law No. 23 of 1958, " ... the executive authority may fix an annual entrance fee for secondary and vocational education". All these entrance fees must by law be paid into an "Entrance Fees Fund" of the school concerned. Of this fund, 75% is to be spent preferably on the expansion of the library and the purchase of teaching materials and equipment and of requirements for laboratories, study rooms, museums, and workshops in the various institutions. In certain cases the fund may also be used to pay for minor running repairs and for the material needed for installing equipment; a headmaster cannot withdraw money from the fund unless he has the authorization of the Ministry of Education. If the remaining 25% amounts to more than 200 balboas (Bs. 1.0 = US $1.00), it is paid into a special "Fund for Social Aid to Pupils" administered by the Ministry of Education. Article 82 of the Constitution provides that "the State alone may grant scholarships or subsidies to students who have succeeded in public examinations or competitions or who in the course of their studies have obtained the qualifications which by law entitle them to State aid". In case of equal merit, preference is given to pupils who have not sufficient means to continue their studies. Panama cites a number of articles of Organic Law No. 47, chapter V of which defines the criteria for the granting of scholarships (the number of which is determined by the executive authority). According to Article 104 of chapter V, "a student who obtains the highest marks in those faculties of the university which do not confer a degree has the right to a scholarship to complete his studies abroad"; while Article 102 provides that "all pupils who have received a grant or any other form of aid are obliged to serve the State wherever their services may be needed, for a period at least equivalent to that during which they pursued their studies with the aid of the State".

Under the public system of aid to public and private educational establishments restrictions based on the pupils' background have never been permitted. The Ministry of Education provides subsidies for private colleges, appoints the staff of certain small schools, and lends premises and school equipment in places where it is indispensable to have a school because of the number of pupils and the social service that the school provides for the community. These schools or colleges are obliged by law to reserve a certain number of places for pupils with Ministry of Education grants. All students resident in the country, whether Panamanian or not, have the same rights and opportunities of

access to education, by virtue of the provisions of the first article of Organic Law No. 47.

II. It has not been necessary to take measures to promote equality of opportunity and treatment in education, for they are incorporated in the Constitution in Articles 79 and 80; legal provisions have been adopted to improve their application progressively.

II.4 (i) According to Articles 78 and 79 of the Constitution, primary education is compulsory and free for children from 6 to 15, and the State is obliged to provide them with whatever they need for their school work.

(ii) Secondary education is free at all levels and in all its forms. However, an entrance fee is charged for secondary and vocational education.

(iii) Higher education is governed by special laws. Pupils who are placed among the first three in the second part of the course in a public secondary school have the right to a scholarship in order to continue their studies at the State university, provided that their work and their behaviour are satisfactory. Such scholarship holders may choose what studies they wish to pursue, within fields related to their secondary studies. (For other information as to scholarships, loans, etc., see also part I.1 b above).

(iv) (a) All pupils must study the same syllabuses, which are established by the Ministry of Education in conformity with the legislative provisions in force in Panama. According to Article 36 of the Constitution, "the Catholic religion is that of the majority of Panamanians and is taught in the public schools; but religious instruction and attendance at church services are not compulsory for pupils if their parents or guardians ask that they should be excused".

(b) All private educational establishments, some of which are denominational schools, are open to all who wish to enter. The teaching staff of these schools receive the same training in the same teacher-training schools as public school teachers, with the exception of those who are appointed without having any formal teaching qualification. These schools, which are an integral part of the public education system, must meet the prescribed standards and are subject to supervision. Article 80 of the Constitution, according to which "no educational establishment may refuse to admit a pupil by reason of the nature of his parents' union or for social, racial, or political motives applies to private schools as well as public. Because of their high cost and the fact that pupils' families provide a considerable proportion of their resources, private schools often have better premises and are better equipped than public ones. Any private school infringing the various regulations would be deprived of State recognition of the diplomas and certificates it awards, and would also be liable to a fine of 10 to 50 balboas and, if it persisted in the offence, would be closed.

II.5 The answer indicates that results obtained in the implementation of a national policy for the gradual realization of equality of opportunity and treatment have "naturally been positive, despite certain obstacles, which have not prevented achievement of the objectives".

III. Members of national minorities (6,018 pupils, 3,135 of whom are Cuna Indians of the San Blas territory) are integrated into the official educational system, whose syllabuses they follow. The public authorities have built schools intended exclusively for people living in indigenous reserves. The legal and administrative provisions, including the need to conform to standards and the level of education provided, is the same as for all other schools in the country, and complies with Article 4 of Organic Law No. 47, which provides that "it is important that syllabuses should take into account the particular characteristics of Panamanian children and adolescents and their physical and social milieu". Article 5 of the same law stipulates that "no language other than Spanish may be used as the medium of instruction in any school, save in the cases provided for by the Constitution". Members of minorities may be integrated into the different groups and take part in their activities.

IV. Syllabuses in primary and secondary schools are designed to attain the goals referred to in paragraph 1 (a) of Article 5 of the Convention. The answer lists the six basic objectives of primary school syllabuses in 1947. The law provides for pre-primary, primary, secondary, and higher education, the aim which is to "seek to satisfy the economic, physical, civic, cultural, and moral needs of society".

POLAND

I.1 The Constitution of 1952 and the School Development Act of 15 July 1961 provide for the right of all citizens to education and access to instruction at all levels and specialities. Legal and organizational principles are therefore in conformity with the spirit of the Convention and tend towards the elimination of any kind of discrimination. Unequal opportunities, however, persist in particular with regard to education at the secondary level for children of peasant and worker families.

(a) As a rule, all government established schools are mixed, thus guaranteeing boys and girls access to education under equal conditions within a uniform educational system. In fact, the right to education is fully enjoyed by girls, and traditional prejudices still valid for some backward social groups have been almost eradicated. Although the educational and professional standards of women are rising very fast, an uneven distribution of girls can be observed in the different categories of secondary and higher education institutions. General

secondary schools, medical and art studies are chosen by girls more frequently than specific vocational subjects in the field of technical education. This situation is now changing, thanks to the strengthening of pre-vocational guidance which leads more girls to accede to special subjects of instruction which are traditionally considered to be "masculine". The passage from primary to a variety of educational institutions at secondary level is facilitated by school and vocational guidance services as well as through material assistance to pupils.

(b) In accordance with the Circular of the Ministry of Education (17 July 1957), material assistance is granted to pupils and students on the basis of merit or need without any discrimination. Particular attention is given to secondary school children coming from peasant or worker family backgrounds, as well as to orphans. The same considerations apply to the distribution of places in boarding-schools, and private lodgings are to be rented at public expense if there are not enough places available for these children. As to students of higher education, they may receive grants, canteen and boarding facilities if they are not employed on a permanent contract basis and obtain good results in their studies, in conformity with an Order of the Council of Ministers (3 June 1969). Rights and opportunities for the pursuit of studies abroad are set forth in the Regulation of the Minister of Education and Higher Schools (16 January 1969), according to which every person can do so if he has passed an entrance examination to higher education and received permission from the Minister of Education and Higher Schools within the plan for studies abroad, which is based on the country's specific needs. Scholarships for studies abroad, including passport fees, transport and boarding costs can be awarded to students below the age of 30 and conforming to the criteria applied: achievement results, interest in and ability for specific subjects, civic and political attitude, health conditions, social background and knowledge of the language of the country of studies.

I.2 The main problem requiring further government action is the development of opportunities for all children, in particular those from rural areas, to enjoy fully the right to education. Amongst the obstacles which prevent these children from access to education under equal conditions are the following: active labour participation of children in privately owned farms; lower cultural standards and traditional opinions of parents who underestimate the value of education; lack of pre-school institutions and of boarding-schools for secondary education in rural areas; administrative difficulties to guarantee adequate standards in primary rural schools. Some of these factors, however, diminish progressively with the raising of the general cultural standard of the population. Among the long-term measures which will further improve this situation is mentioned in a Circular issued in 1968 by the Ministry of Education and Higher Schools, recommending the development of general education lyceums with boarding facilities in

worker and rural agglomerations. Interested and able children from peasant and worker families who usually do not choose this category of schools would thus have easier access to one form of secondary education which prepares for higher education studies rather than for immediate professional work. The same Circular therefore also recommends the adoption of entrance examinations controlling not only the pupil's knowledge but also his intellectual capacities. Furthermore, pre-school centres or classes attached to primary schools are organized in rural areas with a view to prepare children of five and six years of age for their school life. In regions with a sparse school network, transportation is ensured and even boarding-schools for primary education are established in remote areas. To attract better qualified staff, lodging is provided for teachers in rural areas at public expense.

I.3 Since about 48.5% of the total population lived in rural areas in 1969, the wide dispersion of such agglomerations, the lower educational level of their populations as well as persisting traditions among certain groups are hindering the complete elimination of all inequalities,

II.4 Educational tasks are formulated in five-year plans and annual national economic plans, together with means provided for their implementation. In 1971, the Minister of Education and Higher Schools established an Expert Committee for the preparation of a report on the actual situation of education and its future outline.

(i) In accordance with the Decree of 23 March 1956, amended in 1961, eight years of primary education are free and compulsory for all children from seven years onward. For those who do not complete this level of education in the prescribed time, compulsory attendance is extended up to the age of 17 years, while for young people aged 15-18 who do neither work nor learn and who did not complete primary education, compulsory vocational schools were established in some cities. Physically and mentally handicapped children are admitted to special schools, if they are not in need of hospital education or of individual instruction at home. Exemption from compulsory school attendance can be granted, for one year, in cases where great distances separate the home from the school without transport facilities. Those pupils who are over 15 years old may be exempted from school if they have to take care of younger children at home or of disabled parents, and if no school exists in distance of no more than 4 kilometers. The compliance by all with the obligation to attend primary school is ensured by a dense network of such institutions, and in fact the percentage of children who did not attend school dropped from 2.9% in 1957-1958 to 0.5% of the total school age population in 1965-1966.

(ii) As all school education, secondary education is also free and offered in a diversified system of general education lyceums, technical and vocational schools and equivalent institutions preparing qualified workers and farmers. The figures of pupils enrolled at this level of education show a constant increase and it is hoped to

achieve the generalization of secondary education between 1975 and 1980. While during the school year 1969-1970, 78.2% of the total number of primary school leavers attended vocational secondary schools preparing for 302 professional and 240 workers' specialities, 21.4% of the same category of pupils entered the general education lyceums leading directly to higher education studies. Since the choice of the category of secondary education thus influences the professional structure of the population, one of the difficult tasks of the primary school consists in forming the pupils' interests with a view to employment corresponding to the education received and the requirements of the national economy. An intensive guidance system has therefore been developed during the last five years in primary schools. Material assistance is provided to secondary school pupils on the basis of merit and need, through scholarships and boarding facilities, in particular with a view to encouraging capable children from peasant or worker families to enter general education lyceums, thus contributing to satisfying the educational aspirations of these pupils which are similar to those of other groups of the population.

II.4 (iii) The passing of the final secondary school examination qualifies for application to higher education, to which access is governed by competitive examinations taking into account abilities and preparation for work with a view to national requirements, as the number of candidates considerably exceeds the number of places available. In order to equalize the chances of talented pupils from peasant and worker families, whose primary and secondary education is often of a lower standard, they are granted five additional points in a uniform marking system. In 1971 about 60% of secondary school graduates continued at the higher education level, some of them through correspondence courses, evening classes or higher school branches established for workers in industrial areas. Since the percentage of peasant youth among the graduates from higher education is higher than the percentage of the same youth entering higher education, it shows the strong motivation of these students and proves the need for further government assistance to them. Apart from the grants of scholarships and boarding facilities referred to under I.1 (b) above, students enrolled at correspondence courses are entitled to take 21 days leave with pay and may apply for special leave from work with pay up to 14 hours a week. They are also granted 14 days of special annual leave with pay for the preparation of examinations, and receive free lodging and boarding during the winter and summer examination sessions. Students of day-time courses are granted lodging in students' hostels or lodging grants, canteen grants or money grants offered by various establishments, which require the obligation to accept work with the granting body after completion of studies. Furthermore, students are given free medical care and pay only 30% of the price of the medicine.

(iv) (a) Although an average rural school does not yet offer education of the same quality as given in an average urban school, equal standards of education in schools of the same level are aimed at by

uniform curricula, syllabuses, textbooks and examinations, a standard set of school equipment as well as control and inspection. Efforts to raise the standards of teachers' qualifications resulted in the establishment of correspondence studies. The Institute for Pedagogics and the Central Methodological Institute launched in 1971 a study of the effectiveness of the different levels of school instruction all over the country.

(b) Article 39 of the School Development Act of 1961 provides for the establishment of non-governmental educational or welfare institutions, subject to the authorization of and supervision by the Minister of Education. Of these schools, which have to conform with the principles set forth in Poland's Constitution, in 1971 there existed eight private general education lyceums and two basic vocational schools, owned and administered by religious groups. There were also 61 theological seminaries of various religions. Except for the latter, instruction in private schools must follow the programmes and curricula of all schools of the same level, the final examinations being based on the same requirements as for public schools, giving graduates equal rights for access to higher education.

II.4 (v) Apart from compulsory vocational education, organized for young people between 15 and 18 years of age who did not complete primary education, and referred to under 4 (i) above, the implementation of the Decision which the Council of Ministers adopted on 15 December 1956 on self-improvement of working people in education at the primary school level is a permanent concern of the competent authorities, though the number of people in need of such education is constantly decreasing, as these specific educational facilities were developed mainly during the 1950's. If there were not less than 100 employees in need of such instruction - which is also offered in so-called branch classes - primary schools for working adults have been established on premises provided by the enterprises, which also have to offer school furniture and equipment. During the final examinations, workers are granted 14 days of leave with pay. In big cities, primary education for adults is organized mainly through courses which are also conducted for the army, as well as through individual instruction centres. After graduating from primary school education, adults may attend so-called problem courses or secondary schools for adults, or enrol in evening, external or correspondence courses in general or vocational education at this level, and can apply after graduation for higher studies. The diversified structure of the educational system, in particular at the secondary level, creates favourable conditions for the continuance of learning for both youth and adults even after a break between school attendance, and the resumption of instruction after several years of work.

(vi) Training for the teaching profession is organized without any kind of differentiation on the basis of sex, social background, religion or nationality. Teachers for primary education are trained at the two-year post-graduate teacher studies, while secondary school

teachers have to attend higher teachers' or pedagogical schools. These students may be granted government assistance and in particular can profit from student hostels. In 1969-1970, out of a total of 44.6% of teacher students enrolled at higher training institutions, 60% received government grants. Those who wish to raise their educational standards can take correspondence courses. As referred to under I.2, highly qualified teachers are motivated to move to rural areas by means of lodging facilities provided out of public funds. Teachers working at schools with a medium of instruction other than Polish are trained at the same institutions as ordinary primary school teachers. In-service training is organized through specific language sections, vacation courses with participation of lecturers from the respective countries, and organized trips abroad.

III.6 Schools using a minority language as medium of instruction can be established on the request of parents or of the social and cultural society of the given minority. There exist public schools with a medium of instruction other than Polish at the primary level for Byelorussian, Slovak, Ukrainian and Lithuanian children, as well as one general education lyceum for Lithuanians. These schools, where attendance is optional, are governed by rules and regulations set by the Minister of Education which also apply to schools where children from a national minority are given teaching of their mother tongue: Byelorussian, Greek and Macedonian, Lithuanian, Russian, Slovak, Ukrainian and Yiddish at primary level; Byelorussian, Lithuanian and Slovak also at secondary level. Such additional teaching of a minority language is organized in schools where at least seven children apply for this instruction. Members of the Byelorussian, Slovak, Lithuanian and Jewish minorities participate through their social and cultural societies in the preparation of the teaching programmes as well as in the establishment of out-of-school courses for the teaching of the mother tongue, problem courses for adults, lecture rooms, libraries, clubs and folk art assemblies. Cultural activities of minorities can be supported by the State, such as the State Jewish Theatre in Warsaw. In order to ensure equivalent standards of education, these schools use the same curricula as ordinary primary schools, with differences in the teaching of Polish and singing lessons, while their teachers are trained in the same institutions as all teachers for primary schools. In addition to the Polish language, civic and physical education as well as defence training are taught in Polish, thus enabling minority children to integrate into the life of the community.

IV.8 The School Development Act of 1961 provides for legal definition of the educational objectives, according to which education is directed towards the comprehensive development of pupils and "schools and other educational ... institutions are instructing in the spirit of socialist ... principles ..., love for the Motherland, peace, freedom ... and fraternity with the working people of all countries".

IV.9 With a view to fostering the full development of the human personality, education and instruction concentrate on the intellectual as well as on the emotional development of the child, his character, social attitude and morality. Furthermore, the curricula reflect the interest in safeguarding world peace, maintaining the struggle for freedom against colonial oppression and racial discrimination. In the course of Polish language, offered at the 4th grade of primary schools, the curricula foresees teaching on the struggle for peace and the Child's International Day, while at the 8th grade, within the teaching of history, Poland's co-operation with newly liberated countries is dealt with, as well as the Declaration on the rights of the peoples of Russia and the Decree on Peace. Civic education given at the same grade refers to international co-operation in the field of economic, social, cultural, scientific, technical, health, educational problems and in care of the child and family, the United Nations, its principal organs and their rôle in safeguarding peace. The same problems are being touched upon on a larger scale in the lyceums' curricula. At this secondary level, the aim of history teaching is defined as leading to respect for work and great achievements of mankind, and development of friendship and respect for other nations. Less emphasis should be laid on military campaigns than on the negative influence of wars; on the development of culture, as well as on the social and economic history of Europe. The teaching of languages should educate in the spirit of patriotism and internationalism. These headlines from the curricula are reflected in the textbooks which, among others, also contain masterpieces of the world's literature. Education in the spirit of international co-operation is carried out specifically in the 38 Unesco Associated Schools in Poland. Every two years, national conferences are organized by these schools. Such a conference was held on 25 March 1971, where subjects such as "The struggle against racial discrimination throughout the world" were discussed.

IV.10 Questions on human rights are discussed in primary and secondary schools in connexion with instruction on the Constitution of the People's Republic of Poland, which provides basic political, civil, and economic human rights along the lines set by the Universal Declaration on Human Rights, which is referred to also in teacher-training courses. They deal with the International Human Rights covenants adopted by the United Nations in 1966, the origin of the United Nations, its aims and rules as well as Poland's participation in its activities.

ROMANIA

I.1 All citizens - girls as well as boys - are entitled to education without any restriction which constitutes discrimination based on race, sex, nationality or religion.

I.1 (a) Everyone has access to education at all levels in accordance with his ability and the needs of the economy and of socialist culture. There is no restriction as to the courses pupils take or as to which shall be selected. Promotion to a higher level of education is by competitive examination, and only the standard and ability of pupils are taken into account.

II.4 (i) In accordance with Article 7 of the Education Law instruction is free at all levels. General primary education is compulsory for a period of ten years (from 6 to 16 years of age). After the eighth year, pupils who so desire and who have the ability to do so may go on to general or specialized secondary studies.

(ii) National policy is directed to the extension of secondary education (general and secondary schools) through a yearly increase in the number of schools and the number of pupils attending them, so that universal secondary education will be achieved by 1980.

(iii) Admission to higher education, including evening and correspondence courses, is based on the results of a competitive examination which is the same for all candidates. This examination may be taken by any pupil who has completed the secondary school course and nolds the higher secondary school certificate or an equivalent qualification. All students are tested in the same way during their university course - by seminars, practical work, and oral and written examinations. The State has introduced a system of scholarships and other forms of material aid to encourage and assist students. These facilities are regulated by law; they are granted to students enrolled in daytime courses for the entire duration of their studies, and are intended to help those with good academic records who are needy, orphaned or ill. There are full, partial and supplementary scholarships covering the cost of free accommodation in students' residences, the use of canteens in which they are exempted from the running costs, a grant of 80 to 100% of food costs and in the case of those with full scholarships, a fixed sum to meet personal expenses. Furthermore, free return transport is provided for scholarship-holders in the vacations, and annual grants are paid to orphaned students for the purchase of books. Other facilities are free medical care with a food grant in the event of hospital treatment, a State grant for children, treatment in health resorts, and material assistance through student associations. Full and partial scholarships are awarded on the basis of performance in the entrance examination and throughout the academic year. Merit scholarships are awarded to students obtaining exceptional results, whatever the parents' income and the form of the scholarship.

(iv) (a) In all schools (primary, secondary and higher) of the same level or type, education is the same in every respect (same standard and same conditions) since uniform curricula and syllabuses are used.

(b) There are no private schools in Romania, education at every level being State-run.

II.4 (v) Persons who, for any reason, have not completed their primary education can continue their studies in evening classes or by correspondence.

(vi) Teacher training is provided without any discrimination in teacher-training colleges and in some university faculties. There are three-year correspondence courses for the training of primary school teachers. The Ministry of Education is responsible for training teachers of the languages of the various nationalities in the community.

III.6 The Constitution states that "in the Socialist Republic the constituent nationalities are guaranteed freedom to use their mother tongue, and books, newspapers, reviews, plays and all levels of education are also available in their own language".

III.7 (i) The children of the constituent nationalities can attend schools or sections of schools in which instruction is in their mother tongue. These are public schools - nursery schools and general primary and secondary schools. In schools where the medium of instruction is Romanian, arrangements may be made, on request, for groups of pupils belonging to the constituent nationalities to study their mother tongue. In higher education there are institutes, faculties and sections in which the languages of the constituent nationalities are used as the medium of instruction. Furthermore, the universities have sections for the study of the languages and literatures of the constituent nationalities. Under the existing regulations, candidates are permitted to use their mother tongue in university entrance examinations for subjects they have studied in the language concerned.

IV.8 Article 1 of the Education Law of Romania states that the aims of the country's educational system and of the syllabuses taught are: that citizens should acquire the general culture and knowledge they need in order to engage in an occupation that is useful to society; that they should acquire the outlook of dialectical materialism, receive an intellectual, moral, aesthetic and physical education, and acquire a love of their country and its people and of the ideals of peace and social progress. Article 1 of the law concerning the status of teachers specifies that they must work to promote the aims of education by contributing to the harmonious development of the human personality and to the welfare of the régime and the socialist nation.

IV.9 Syllabuses, especially in elementary and secondary schools (in language and literature, history, philosophy, and civics), include lessons on respect for the dignity of the human person, the material and spiritual development of man through work, and the fundamental human rights. In higher education, the syllabuses for literature, history, social science, geography, biology and so on include the study of themes which throw light on questions such as the development of the personality and respect for human rights and the fundamental freedoms.

IV.10 In higher education the whole range of problems concerning human rights is covered, particularly in the philosophy, political economy and scientific socialism courses. The law faculties cover the same problems from the legal standpoint.

SENEGAL(1)

I.1 The ratification of the Convention under Law 67.0034 of 30 June 1967 gives the force of national law to its provisions. To avoid any conflict between the Convention and laws adopted prior to ratification of the Convention, an article has been appended which stipulates that "all provisions prior to this law are and remain rescinded". Furthermore, no agreement of the kind referred to in Article 10 of the Convention has been concluded with any State or States. Article 1 of the Constitution states that: "The Republic of Senegal is secular, democratic and socialist. All its citizens are equal before the law, irrespective of origin, race, sex or religion ...". Article 4 provides that "any act of racial or religious discrimination ... shall be punished by the law", while Article 8 states that "everyone has the unimpeded right to education, which is accessible to all ...".

(a) Pupils are admitted to schools for the first time between the ages of six and eight, without any distinction. In the course of their schooling, pupils can move to another school on presentation of a school-attendance certificate. Foreigners residing in the country have access to education under the same conditions as nationals. To move from one course, level or type of education to another, pupils have either to pass a competitive examination or to obtain a certain average mark. In the towns separate primary schools for boys and girls have been provided in the past, but this system is tending to disappear. In secondary schooling, coeducation is the rule, with a few exceptions in towns like Dakar and St. Louis, where there are lycées for girls and for boys, and separate teacher-training colleges in accordance with Article 2 (a) of the Convention. The same teachers frequently move from one school to another. Material conditions and examinations are identical, and are the same for all. Equality of opportunity is ensured by the fact that selection is by means of examinations, competitive or otherwise, and assessment by boards on which teachers and professional associations are represented.

(b) All nationals are treated on an equal basis, and the cost of building schools, equipping premises, remunerating teachers and providing school supplies are met by the State. The citizens frequently provide financial or other forms of assistance, in accordance with a plan. Priorities in regard to scholarships are determined by the

(1) Editor's note: Senegal did not submit an initial periodical report and has answered the first questionnaire as well as the second.

requirements for medium-level and higher personnel, which are determined on the basis of the development plans. These priorities and requirements are made public. A national commission awards scholarships, taking as its criteria the merit of the applicant, the parents' situation, and the course of study chosen, considered in relation to the priorities established by the government. Other things being equal, the State gives its preference to the most disadvantaged. Scholarship-holders are required to remain in Senegal if the course of study they are taking is available there. They may be authorized to take practical courses and further studies abroad. The public is informed by the Ministry of Co-operation of opportunities offered through the assistance of the United Nations or other organizations.

II.4 (i) The principal French regulations regarding free and compulsory education are still applied in the primary school, at which children are enrolled between the ages of six and eight. As the system is not yet fully developed, however, general observance of the principle of compulsory school attendance is theoretical rather than practical. It is easier to check whether it is being observed in the case of wage-earners in the public and private sectors, who have to produce school-attendance certificates in respect of school-age children at the beginning of each calendar year in order to receive family allowances (Decree 312/SET of 14 January 1952). In the case of the other categories of the population, the administrative authorities can call on the police to enforce the compulsory attendance regulation. Such measures are seldom taken since educational requirements far exceed the facilities available.

(ii) Since 1960, three four-year development plans have been adopted and put into effect by the Government, the third being still under way. The second plan was directed towards the development of secondary education with a view to rapidly training medium-level personnel, in accordance with the recommendations of the Addis Ababa Conference. Owing to the high cost of the full length courses at classical and modern lycées, lower secondary education has been rapidly extended by providing, first, complementary courses and then general educational colleges. Admission to secondary education is by test and competitive examination, owing to the limited number of places. In educational guidance, the ability of pupils, their wishes and those of their parents, and the assessment given by their teachers are taken into account.

(iii) In Senegal, there are two ways of qualifying for higher education: the student must hold the general or technical baccalauréat or an equivalent qualification, such as membership of the teaching staff of one of the general educational colleges, or he must pass the university entrance examination (for the Arts, Science and Law Faculties). Nevertheless it frequently happens that young people who hold the baccalauréat or an equivalent qualification cannot enter a university unless they obtain one of the scholarships awarded on material ground. Therefore, apart from scholarships, study grants and other assistance,

the welfare department of the University of Dakar helps students by providing accommodation in student residential quarters, food, transport and medical care for very much less than their normal cost. Access to higher education is facilitated by the policy of scholarships and the full boarding and day-boarding facilities provided by secondary schools.

II.4 (iv) (a) All public educational institutions of the same level follow the same syllabuses. Primary and secondary teachers are trained under the same conditions and are paid uniform salaries; and all equipment meets the standard specifications laid down by the competent ministerial service. The reply states, however, that boarding-schools for girls are always better equipped.

(b) Private schools (denominational and otherwise), which represent 13 to 15% of the educational system at large, add to the educational facilities provided by the public authorities. These schools are governed by Law 67-51 of 29 November 1967, which fixes the status of private education in accordance with Articles 17 and 18 of the Constitution. Various articles of this law, together with three decrees promulgated in 1967, lay down the conditions under which such schools may be opened and operated: prior authorization is required; unless special permission is given, syllabuses and time-tables must be the same as those of primary and secondary public schools. Pupil enrolment, particularly as regards age and educational standard on admission to secondary private schools, is subject to the regulations governing pupil enrolment in public schools; control is exercised by the general State inspectorate. An application for the recognition of a private school may not be made until it has been legally functioning for three months. The amounts of and arrangements for subsidies to private schools recognized by the State are also fixed by decree, while Law 67-51, Article 6 of which was modified by Law 68-36, of 24 June 1968, specifies the circumstances in which permission to open a private school may be withdrawn. Senegal's reply also provides information on educational systems or institutions that are separate for religious reasons. According to this information, private denominational schools are mainly Catholic, but are also attended by pupils of other religions, since religious instruction is not compulsory and the courses of study are the same as in public schools. Public schools are secular and respect all religious persuasions, leaving families the choice of free religious instruction.

(v) Instruction for persons who have not received or have not completed primary education is provided by several services of the ministerial departments, particularly the literacy teaching directorate of the Office of the Secretary of State for Youth and Sport. The number of persons provided with literacy instruction by that body in 1970 was 1,051. This effort is to be stepped up by using recently transcribed national languages. A functional literacy scheme is under way in the countryside. The reception and observation centres for maladjusted youth, which are operated by the Ministry of Justice, also provide educational facilities.

II.4 (vi) Primary teachers are trained in the same establishments. The university and the higher teacher-training college provide training for secondary school teachers, who take the same courses. The university, school and professional examinations are identical, and the teachers are paid the same salaries.

II.5 The following legislation and regulations have already been adopted to give effect to Article 4 of the Convention:

(i) Under the Law on Educational Policy, which is intended to raise the general cultural level of citizens, education will cover three fields of activity: education provided by schools and universities; education provided for young people and adolescents, with the object of consolidating their knowledge and making them more productive; education for young people and adults who have had no formal schooling (functional literacy).

(ii) The decree for the transcription of six national languages (No. 71-566 of 21 May 1971) in which literacy instruction is to be provided.

(iii) Measures for the reform of elementary, lower secondary and practical education, which were begun in 1968, will extend compulsory schooling to 9 years (5 years of elementary education and 4 years of lower secondary or practical education, or the first part of the secondary course). The choice of pupils' courses will be based solely on their school results. Educational facilities will be extended by simplifying the system and adopting a more modest style of school architecture.

III. The medium of instruction has hitherto been the official language, French, which puts the various ethnic and linguistic groups in the country on the same footing.

III.6 Under existing legislation, national minorities can have their own schools if they so desire (Article 8 of Law 67-51, IV (a)). Furthermore, Article 6 of the Law on Educational Policy stipulates that "national languages, ancient languages, major world languages are to be taught, and modern educational techniques are to be used". The Higher Council for Education and Training and the various commissions refer questions of private schools to the members of minorities, amongst others.

IV.8 By its ratification of the Convention, Senegal accepts the aims of education as defined in Article 5. The various ideas contained in this definition are condensed under the first head (general provisions) of the Law on Educational Policy.

IV.9 The fact that the public schools attended by children of various origins and religions are undenominational and employ teachers of different

nationalities makes for mutual understanding among the pupils and a spirit of tolerance and friendship among the various ethnic and religious groups in the population. The development of the human personality is hampered only by the lack of resources for education.

IV.10 Constant efforts are made to improve syllabuses and teaching methods and the human rights and fundamental freedoms proclaimed by the Constitution are taught at the various educational levels. A special issue of the publication L'éducation sénégalaise (No. 2, November 1963) contains the syllabuses in use in 1971 which include, at the lower secondary level, topics such as human dignity, tolerance, fellow-feeling and co-operation, the Universal Declaration of Human Rights, and international organizations and the United Nations as part of the course in civics, ethical principles and history. The history syllabuses for secondary schools were drawn up at the Conference of Ministers of Education, Youth and Culture of the French-speaking countries of Africa and Madagascar, which met in Paris in 1967. Circular No. 3889 of 29 June 1967 issued by the Minister of Education gave effect to the new curricula as from the start of the 1967-1968 school year. These provisions state that civic instruction is compulsory in all classes and should be given whenever possible as part of history and geography courses. Teaching about the United Nations and world solidarity is part of the curricula for the classes de troisième on United Nations Day, instruction is centred on the aims and achievements of the United Nations. At the university and in teacher-training schools, lectures are delivered on certain aspects of human rights. The reply also mentions the recent establishment of a committee on human rights and the existence of a Senegalese United Nations Association. These two bodies were set up in order to promote respect for human rights, the maintenance of peace, and international co-operation.

UKRAINIAN SSR

I.1 In the Ukraine there are no legal provisions, practices or situations which constitute discrimination in education or which could lead to discrimination. Generally speaking, all citizens, irrespective of origin and social situation, nationality, race, sex, age, and political and religious convictions, have exactly the same right to education.

(a) All citizens can enrol their children in any educational institution, and the basis for promotion is the same for all, in accordance with the decisions of the public authorities and the statutes of the schools concerned. Women enjoy the same rights as men in all fields, and all educational establishments are coeducational. There are special schools for the education of mentally or physically handicapped children, which are State-financed.

Students of other nationalities can enrol in the universities of the Republic, and many Ukrainian students continue their studies in other Union Republics.

II.4 (i) Universal eight-year education is compulsory and free of charge for children between the ages of 7 and 15 or 16. Non-compliance with the obligation to attend school is punishable under the legislation of the Union Republics.

(ii) Since universal secondary education had not been achieved in 1970, though a great many supervised study classes, educational centres and boarding facilities had been established and arrangements made for free transport for pupils, the XXIVth Congress of the Communist Party of the Soviet Union decided that during the Ninth Plan (1971-1975), the transition to universal secondary education should be completed and that the system of secondary vocational and technical schools should be expanded as far as possible. In 1970 there were 8.4% times more specialized secondary schools than in the 1914-1915 school year, the corresponding number of pupils having increased by 64%.

Optional subjects were introduced in 1966 in classes 7 to 10 of the general schools, in order to raise the cultural level of pupils, stimulate their interest and cultivate their aptitudes. There are also schools in which the senior classes (9th and 10th years) have more advanced instruction in such subjects as mathematics and science, and others in which some subjects are taught in foreign languages. In addition, there are special establishments for children gifted in music or the fine arts. In all these schools the pupils take the compulsory course of education while acquiring further knowledge in a particular field.

(iii) In the Ukrainian SSR universities and other higher educational establishments accept all young people (up to the age of 35 in the case of full-time students) who have had a general and specialized secondary education. Applicants for admission must produce a secondary school-leaving certificate, and the proficiency and aptitude of the candidate, as well as the results of a competitive entrance examination, are taken into account. Higher education is entirely free of charge. Students obtaining good results receive State scholarships, while all students have free medical attention and a lodging allowance.

(iv) (a) The various categories of school, at each level, provide education of the same standard, and the quality of the instruction given is the same. Regular refresher courses for teachers ensure that the standard of teaching is maintained and even improved. All institutions of the same type or specializing in the same subject apply the same curricula and syllabuses, which are approved by the Ministries of School and Higher Education of the USSR and the Ukrainian SSR.

In the Ukrainian SSR the Ministry of Education and its associated bodies have always given attention to both the quantitative and the

qualitative aspects of public education. Questions concerning the improvement of the quality and effectiveness of education are regularly placed on the agenda of sessions of the Supreme Soviet of the Ukrainian SSR and of regional, municipal and village councils.

(b) There are no private schools.

II.4 (v) All citizens of the Ukrainian SSR have received a primary education, and over half of the persons in employment have completed their secondary schooling or have had a university education.

(vi) In teacher training there is no discrimination based on origin, social status, sex, race, nationality or age (apart from certain age limits for full-time enrolment in higher educational establishments and specialized secondary schools). Teacher training for general schools is provided by eight universities, 32 higher teacher-training colleges and 44 secondary teacher-training schools, in which all students enjoy the same conditions and opportunities. In the 1970-1971 academic year there were 44,300 full-time students in teacher-training institutes, and an additional 57,700 persons, were taking correspondence courses arranged by these institutes.

III.6 The national minorities of the Ukrainian SSR (Russians, Moldavians, Poles, Hungarians, Jews, Byelorussians) enjoy the same right to education as Ukrainians. The Constitutions of the USSR and the Ukrainian SSR and various regulations, including those governing general secondary education (1970), recognize and guarantee the right of all citizens to education in which their mother tongue is used as the language of instruction.

III.7 The children of national minorities can attend schools in which instruction is given in Russian, Polish, Moldavian and Hungarian, the curricula and syllabuses being the same as in other Ukrainian schools, except as regards language and literature. Textbooks, teaching material and works on the theory and method of teaching are published in the languages spoken by minorities.

(i) These schools are public institutions. Members of the minorities take an active part in the formulation of educational policy and in the administration and management of their schools through political bodies and social or educational organizations.

IV.8 The aims of education are defined in the Constitution and in the relevant legislation. The education law adopted in 1959 by the Praesidium of the Supreme Soviet of the Ukrainian SSR defines the objectives and tasks assigned to each category in the educational system. It emphasizes the fact that "the chief purpose of Soviet education is to prepare pupils for life and their future occupation, to produce cultured persons, with a basic knowledge of the various sciences, and to bring up young people in the spirit of the ideals of communism and respect for the principles of socialist society". State education is so organized as to link

education closely to practical life and productive work, thereby fostering the development of the personality and helping to close the gap between intellectual and manual work. The regulation governing general secondary education stipulates that "schooling shall combine education and training with instruction in the practical realities of communist construction and provide moral training for pupils in the spirit of the principles held by the builders of communism".

IV.9 All the laws and regulations concerning education stipulate that it shall be directed to the full development of the human personality and promote respect for human rights and the fundamental freedoms. It is the schools' task to bring up young people in the spirit of socialist internationalism and friendship with the workers of all countries without any distinction of any kind, and to teach them to love and respect peoples struggling for their national and social rights. But Soviet education does not advocate tolerance of the doctrines of militarism, colonialism, racialism, nazism and neo-nazism, which pupils should steadfastly oppose. Since the foregoing ideals have always been respected in education, there is no need for any reforms in this respect.

IV.10. One of the main sections in the civics syllabus of general and specialized secondary schools - "Fundamental rights and obligations of Soviet citizens" - is particularly concerned with the equal rights of citizens of the USSR, the right to work, the right to leisure, the right to education, and political rights and freedoms.

Some teaching about human rights is given in arts and human science courses, and the subject is dealt with more fully in all higher educational establishments, especially in courses on historical materialism, the theory of scientific communism, political economy, and so forth.

UNION OF SOVIET SOCIALIST REPUBLICS

I.1 (a) The Soviet Constitution guarantees every citizen, whatever his race, language, colour, nationality, beliefs, social origin, occupation, and political or other convictions, and in accordance with his aptitudes and tastes, absolute equality of access to all levels of general and specialized education.

Soviet education is unified and open to boys and girls on the same basis, all educational establishments being coeducational. The curricula and syllabuses are identical and compulsory for pupils of both sexes, with the exception of physical training and certain forms of vocational training, in which there are differences for physiological reasons.

In several Federal and Autonomous Republics, however, there are still separate schools for girls, for historical or geographical reasons

or because of various religious and social prejudices. These schools follow the same curricula and syllabuses as coeducational establishments. The terminal diplomas awarded are equivalent to those awarded by other schools, and the pupils can continue their studies or engage in an occupation without any restrictions. Foreign nationals residing in the USSR enjoy the same rights in regard to education as Soviet citizens.

I.1 (b) Education at all levels is free. All educational establishments are public institutions financed by the State. The majority of pupils and students enrolled in specialized schools receive a monthly State grant for the duration of their studies. (During the last five-year period, 80% of full-time pupils in specialized secondary schools were receiving grants).

In accordance with the directives of the 24th Congress of the CPSU, the total number holding State grants is to be further stepped up, and the amount of the grants increased by 50% in specialized secondary education and 25% in higher education. A special commission made up of representatives of the administration and students' organizations is responsible for awarding grants, on the basis of students, results, their capacity for study and their financial circumstances. Outstanding students obtain a 25% larger grant.

Other kinds of grant (financed by enterprises, building firms or kolkhozes) are also awarded to certain pupils taking specialized secondary courses. In general education establishments, pupils also receive financial aid from the State and co-operative organizations if necessary. In the republics, educational funds have been established by governmental decree for the purpose of helping pupils by providing them with textbooks, clothing, shoes and, in case of need, free meals and free transport.

There are also boarding-schools for children living in remote areas; their parents contribute towards their maintenance in proportion to their income. In regions in the Far North and migratory herding zones, pupils in boarding establishments are maintained entirely by the State. The State guarantees the effective implementation of every citizen's right to education.

I.2 Education is one of the important social tasks defined by the Communist Party of the Soviet Union, which, at its 24th Congress, outlined an immense programme for raising the cultural level of the peoples of the USSR and developing the economy. The practical implementation of the Communist Party Programme in education is guaranteed by the socialist system as a whole and by the Constitution of the USSR.

I.3 In some rural schools there are insufficient teachers for certain subjects such as mathematics.

II.4 (i) Education at all levels is free. It is compulsory for a period of 8 years from the age of 7. Since 1969-1970, this eight-year course has comprised three years of primary studies instead of four, secondary education, specialized secondary education and a substantial part of vocational and technical education. In the last five-year period, rural education has made notable progress and, in 1971, accounted for practically half of school enrolments. An annual census of school-age children is made throughout the country, and the district executive committees of the Soviets of Workers' Deputies ensure that every child attends school. Since the adoption of the law "On the Strengthening of the Ties of the School with Life and on the Further Development of the Public Education System in the USSR" (1958), parents or those acting on their behalf who fail to send children to school are held legally responsible.

(ii) In accordance with the Five-Year Economic Development Plan for 1966-1970 the Soviet Union has established universal secondary education, which is to be made available to all in the new five-year period, as decided by the 23rd Congress of the CPSU. It is provided by general secondary schools, specialized secondary schools, evening schools and correspondence courses for workers and rural youth. Vocational and technical schools for training the skilled workers required in modern production are developing more and more. On leaving the eight-year school, certificate holders are admitted to general secondary schools. Admission to specialized secondary schools is subject to an examination in Russian and mathematics.

Young people who, on leaving the 8-year school, take up employment in a firm, a kolkhoz or a sovkhoz are given every encouragement by the State to acquire a complete secondary education.

There is a vast network of secondary and specialized evening classes or correspondence courses for workers engaged in production. Those who continue their studies without giving up their employment are granted certain benefits by governmental decree: throughout the school year the working week is reduced by one day for students in the higher classes that are organized for young workers, and by two days for students in rural youth schools. These two categories of students receive 50% of their wages. Twenty days' annual paid leave is granted to these categories of specialized secondary students so that they can prepare for examinations. An additional period of two months' paid leave is granted for the preparation and defence of a diploma thesis. Students are entitled to a 50% reduction, twice a year, on the fare for the journey from their place of residence to the educational establishment. Full-time students taking specialized secondary courses receive State grants throughout the whole period of their studies. During the period 1966-1970, 80% of students were in receipt of grants.

(iv) (a) The instruction given in all educational establishments must conform with the syllabuses and curricula drawn up and approved

by State organs. All schools in the same category are on an equal footing with regard to the provision of teaching aids and audio-visual materials. No difference is made between rural and urban schools, or between higher education and specialized secondary establishments in the big cities and those in less important towns. All schools and other educational establishments are staffed by teachers with the same qualifications.

II.4 (b) There are no private educational establishments.

(v) For persons who have not had an adequate education or who have not received eight years' instruction, there is an extensive network of correspondence courses and schools, including secondary schools for young workers and rural youth,

(vi) The USSR has always paid great attention to the training of teachers. Teaching is one of the most respected and honoured professions. "Teacher's Day", which was officially instituted in 1965, is celebrated every year on the first Sunday in October. Soviet medals and decorations are awarded to teachers for meritorious work and length of service.

Teachers in national schools are trained in higher and secondary teacher-training institutions and universities. On completing the course, students are appointed to schools in accordance with the staff requirements set out in the economic plans. They take an active part in public life. A USSR teachers' congress held in Moscow in July 1968 devoted particular attention to the improvement of professional training in higher and secondary teacher-training institutions. The teachers' union takes part in the formulation and study of the educational development plan. Teacher training is planned on the basis of the needs and development prospects of general educational establishments. Institutes of education and teacher-training schools admit Soviet citizens of both sexes who have completed the full secondary course in addition to the 8-year school and who have been successful in the competitive entrance examination. Students from these training schools are certain of obtaining a post, and they also receive financial aid. Travel to the place of their teaching post is paid for by the State. Teachers who take up posts in distant regions where the climate is inclement receive much higher salaries and a larger pension. The salaries of school teachers and nursery school workers are supplemented by length of service bonuses.

There is a network of higher and secondary teacher-training establishments in the Soviet Union which train teachers for nursery, primary and secondary schools. Primary school teachers are mostly trained in teacher-training establishments and institutes of education. Secondary teachers do their training in institutes of education and certain university faculties or departments. Institutes of education, teacher-training schools and faculties organize evening and correspondence courses. Students doing these courses are entitled to certain benefits

and have the same rights as those who have attended full-time courses. A number of higher teacher-training establishments train teachers for physically handicapped pupils. There is also a network of special institutions and evening or correspondence courses for the in-service training of teachers.

Teaching salaries are established on the basis of 3 hours' work per day, and may be increased according to the training and professional experience of the teacher. Salaries of teachers in schools for physically or mentally handicapped children are increased by 25%. This increase may be as much as 80% in regions in the Far North, in mountainous areas or in regions bordering the desert. It is planned to increase primary and pre-primary teaching salaries by an average of 25% or more as from 1 September 1972.

All teachers are entitled to free medical attention and pensions. Teachers in rural schools are provided with accommodation including lighting and heating), the area of which conforms to standards prevailing in the locality. All primary and secondary school teachers are entitled to 48 days' annual holiday, plus 12 to 18 additional days in the case of teachers living in the Far North or regions with comparable climatic conditions.

II.5 Educational policy is based on democratic principles and is in full accordance with the aims and objectives set out in Article 4 of the Convention. Education is an integral part of a single, planned national economic system, and its development goes hand in hand with the country's economic and social requirements.

In November 1966, the Central Committee of the Party and the Council of Ministers of the USSR adopted a decision concerning the introduction of new curricula and syllabuses for general secondary education based on the latest scientific and technological advances made in various countries. The widespread provision of secondary education and the reform of its content have made some structural modifications necessary.

III.6 and 7 The Soviet Union is a multinational State; over one hundred peoples and nationalities, speaking 108 languages, live in the Union. As equality of rights among the peoples living in the USSR is proclaimed in the Constitution - particularly in regard to education - each citizen has the right to instruction in his mother tongue. At the present time 48 languages are used in the schools. The choice of the language of instruction is made by the parents or the pupils themselves.

The mother tongue is used for instruction in all subjects in non-Russian schools, in grades I to X in all the Union republics and in grades I to VIII or I to VI in the Autonomous Republics. Children in the Far North are taught in their mother tongue for the first two years. In general, Russian replaces the mother tongue as the language of instruction from the fourth or fifth year of studies. The mother tongue

remains one of the main subjects in the curriculum of the 8-year school, and the study of literature in the mother tongue is continued in the higher classes.

National schools are supplied with textbooks and teaching materials on the same basis as Russian language establishments. They are staffed by qualified teachers trained in higher or secondary teacher-training establishments or in universities in the Union and Autonomous Republics. All republics have research centres for the study of educational problems concerning pupils in national schools; the Ministry of National Education of the RSFSR is equipped with a research institute which deals with the improvement of syllabuses, textbooks and teaching materials for national schools.

IV.8 and 9 The new CPSU programme adopted by the Party at its 22nd congress in 1961 defined the principal function of schools as follows: "To educate and train men and women with a Communist consciousness, well-instructed, and able to undertake both manual and intellectual work and to participate actively in the various spheres of social and political life and in science and culture"; "to train men and women in whom intellectual vigour, moral integrity and physical perfection will be harmoniously combined".

Education is designed to secure the all-round development of the human personality and to foster, in young people, feelings of patriotism, friendship and international tolerance, and of mutual understanding among the peoples, irrespective of race, religion or nationality. Its object is to strengthen international peace and to outlaw propaganda on behalf of war and hatred among peoples.

These ideals find expression in curricula and syllabuses in all categories of educational establishments in the country. History syllabuses cover all periods of human civilization. Both history and geography syllabuses stress the rôle and activities of the United Nations. During sessions of the United Nations General Assembly, many schools hold exhibitions of relevant material and organize political information meetings. Modern languages are compulsory subjects in all schools and establishments, and in literature, science, mathematics, music and drawing classes pupils learn something of the great names of world culture.

Out-of-class activities also help to promote the all-round development of the pupil's personality. Groups of pupils interested in technical subjects, literature, the arts and sport are organized in schools, as are international friendship clubs. Discussions on a variety of cultural subjects, exchange of correspondence with schools in different countries, gatherings and holidays in which foreign pupils join are organized regularly.

IV.10 The reply refers to "the ideals of respect for citizens' fundamental freedoms and rights" defined by the Constitution of the USSR.

UNITED KINGDOM OF GREAT BRITAIN
AND NORTHERN IRELAND

A. ENGLAND AND WALES

The reply states that nothing is to be added to the material contained in replies to earlier questionnaires on this subject, but one or two additional comments.(1)

I.1 The Race Relations Act 1968 makes it unlawful to practise discrimination in education on the grounds of race, colour or ethnic or national origins. Very few educational complaints have been made since to The Race Relations Board. It cannot be claimed, however, that no discrimination exists, which mainly is a result of individual attitudes and is therefore difficult to control by law. The reply refers to the 700-page report on British Race Relations prepared for the Institute of Race Relations in 1969.

(a) Admission to higher education institutions is decided on merit by the institutions themselves. So far as further education is concerned, there is no discrimination against women or against students from outside the United Kingdom.

II.4 (iii) The Government is currently considering the size and structure of the higher education system that will be appropriate for the increasing demand for places.

(iv) (a) Examination standards are largely controlled by independent bodies and joint committees which control Higher National Certificate and Higher National Diploma standards, and the Council for National Academic Awards which confers degrees on students who complete approved courses outside universities.

(v) Further education provision is made by individual local authorities in accordance with their statutory obligations and agreed standards.

IV.9 and 10 The detailed curricula and content of courses are not laid down by the Department. This is a matter for the colleges concerned having regard in many instances to the examinations of professional bodies, university or other examining bodies. Liberal studies form part of the content of many courses, and human rights and related subjects are frequently dealt with in that context.

B. SCOTLAND

I.1 The Education (Scotland) Act 1962 and the corresponding Regulations do not contain any provision which constitutes or could lead to discrimination in education.

(1) Editor's note: See also Unesco document 14 C/29, pp. 48-52.

(a) Higher education is accessible to all who possess appropriate educational qualifications for entry. These vary in accordance with the requirements of individual faculties. Admission to vocational courses in colleges of further education is based on occupation and/or educational attainment appropriate to the level of the course.

(b) In conformity with Section 3 of the Education (Scotland) Act 1962, the authorities have power to charge fees in a limited number of schools without prejudice to adequate provision of free school education. There are schemes of assistance to study at post-graduate level. Financial assistance based on need is available at the higher education stage.

I.2 and 3 Not applicable.

II.4 (i) Primary education is free and compulsory for all children from 5 to 15 years of age. This upper limit will be raised to 16 in 1972-1973. The Education (Scotland) Act 1962 sets forth the duty of parents to have their children attend regularly a school managed by an education authority or by other means.

(ii) Secondary education is provided free by all education authorities.

(iii) Higher education is accessible to all who possess entry qualifications. Irrespective of nationality, all students resident in Scotland and who are admitted for the first time to a first degree course at a higher educational institution qualify for a grant from public funds, the amount of which depends upon the income of the parents and that of the student himself. In addition, various aids are provided to students at post-graduate level.

(iv) (a) All teachers in schools managed by education authorities are required to have professional training and to be recognized by the General Teaching Council. However, the Secretary of State may approve that other persons be permitted to teach in areas of acute shortage. School buildings for the various educational levels must conform to official standards. In the public sector, courses are approved by the Secretary of State or national examining bodies, and the educational institutions are subject to inspection. Terminal examinations are either assessed externally or organized in a way to allow for the presence of external assessors.

(b) All independent schools must be registered with the Secretary of State under the Education (Scotland) Act 1962, and are subject to inspection. Out of a total of 990,925 pupils at January 1970, there were 42,440 pupils attending primary and secondary private schools established in accordance with Article 2 of the Convention.

(v) All persons receive and complete primary education. Colleges of further education provide part-time and full-time courses in technical and vocational training for persons over school age.

II.4 (vi) Out of the ten Scottish colleges of education, two provide training for Roman Catholic teachers but admit small numbers of non-Catholic teachers. Entry requirements for teacher training being the same in the Roman Catholic and in the non-denominational colleges, all persons of the same qualifications have equal chances of access to teacher training. All teacher-training colleges provide courses leading to the same qualifications. The Teachers (Colleges of Education) (Scotland) Regulations 1967 sets forth the conditions for organization and management of teacher-training institutions. Buildings are subject to the same standards and facilities should be comparable. The colleges conduct their own examinations, but have external assessors among their examiners. The Department may inspect colleges.

III.6 Under the Education (Scotland) Act 1962, education authorities have to make adequate provision for the teaching of Gaelic-speaking areas. At secondary level the study of Gaelic may be continued and lead to presentation for the Scottish Certificate of Education in this language. A few children of Commonwealth immigrant families are given special instruction in English until they have sufficient understanding of it to take full part in the normal work of the school.

III.7 There are no minority schools in Scotland.

IV.8 and 9 School education is generally defined in Section 1 of the Education (Scotland) Act 1962, but the definition contained in the Convention has been broadly accepted by the education authorities in the establishment of the curriculum, and is implicit in both national and local policy. For vocational education, courses of general and liberal studies would include the aims specified and the policy of officials is to influence curricula towards these objectives.

IV.10 There are no prescribed syllabuses or courses in human rights as such, but all pupils study social subjects (history, geography and/or modern studies) in which ample opportunity for the discussion of human rights is offered. In teacher-training colleges there are no courses specifically on human rights; the subject is dealt with as it arises during courses, more particularly during modern studies.

C. NORTHERN IRELAND

I.1 There are no legal provisions, regulations, practices or situations which constitute or could lead to discrimination in the field of education.

(b) Financial assistance, based on merit and need is provided to pupils of secondary (grammar) schools and to students of higher and further education to help them pursue their studies.

II.4 (i) Primary education is free and compulsory.

II.4 (ii) Secondary education is compulsory for all up to the age of 15 (to be raised to 16 in 1972), and free in secondary (intermediate) schools. In secondary (grammar) schools fees are charged, but those pupils who are selected on the basis of merit are awarded scholarships. In technical colleges, education is free for pupils over 15 who pass a simple educational test.

(iii) At higher and further education stages there is a system of awards and scholarships based on parental income for those who have academic qualifications.

(iv) (a) To qualify for recognition, teachers in schools of the same level must have the same qualifications, and regulations specify the minimum accommodation standards to which all schools in a given category must conform. All schools and technical colleges are inspected by the Ministry's inspectorate.

(b) Private schools for compulsory school-age children have to register with the Ministry and are open to inspection.

(v) Does not apply.

(vi) Admission to teacher training requires a certain minimum of academic qualifications.

II.5 No other measures are considered necessary.

III.6 The language of instruction is, in practice, always English. The schools are free to teach other modern languages, such as French, German, Spanish, Italian, Irish and Russian.

IV.8 and 9 The Education Act (Northern Ireland) 1947 places on the local education authorities the duty "to contribute towards the spiritual, moral, mental and physical development of the community by securing efficient education which shall be available to meet the needs of the population of their area". The inculcation of tolerance and respect for the opinions of others is implicit in the educational system. Conferences for senior secondary pupils are arranged each year, dealing with Unesco and with the British Commonwealth. A course for teachers, entitled "Plural Societies in the Modern World" has just been run in Northern Ireland. No further steps are considered necessary.

IV.10 There are no set curricula: human rights are dealt with as part of the general training of the students rather than as a separate topic.

D. GUERNSEY

I.1 There are no legal provisions, regulations, practices or situations which constitute discrimination in the field of education or which could lead to discrimination, in particular with regard to:

(a) the admission of students to educational establishments;
(b) differences in the treatment of nationals.

Financial assistance based upon need is provided to teacher-training students.

I.3 There are no obstacles which have impeded or which are likely to impede the application of measures to ensure that there is no discrimination.

II.4 (i) Primary education is free and attendance is compulsory from the age of 5 to 11 years.

(ii) Secondary education is free and equally compulsory from 11-15 years. Some 60% of pupils stay on voluntarily beyond the school-leaving age until 17, 18 or 19.

(iii) Higher education is accessible to all on the basis of individual capacity, but only on the mainland of Great Britain.

(iv) (a) No special measures are taken to ensure equivalent standards in public institutions of the same level. All assistant teachers are qualified and the education given is under the control of qualified head teachers. The financial provision to each school is the same, varying only with the size or type of school. Schools may be inspected by the Director of Education and also by school inspectors from England.

(b) Regulations arising from the Education (Guernsey) Law 1970 ensure that private schools reach certain minimum standards equivalent to State schools.

(v) No action is necessary as there are no persons who have not received or completed primary education.

(vi) Teacher training is available on the mainland of Great Britain. All students may apply to colleges of education if they meet the minimum academic requirements laid down by the Department of Education and Science in London. As mentioned above (see I.1 (b)), financial assistance is given by the State of Guernsey to help needy students to train as teachers.

II.5 No further measures are necessary to implement <u>de facto</u> and <u>de jure</u> the objectives referred to above.

III.6 There are no national minorities in Guernsey.

IV.8 The Education (Guernsey) Law 1970 gives legal definition of the aims of education, which should be directed towards the spiritual, moral, mental and physical development of the community by securing that efficient education throughout the three progressive stages of public education shall be available to meet the needs of the population.

IV.9 The educational system and the objectives set for curricula and methods contribute fully to the realization of the aims set forth in Article 5.1 (a) of the Convention.

IV.10 The curricula of primary and secondary schools contain teaching on human rights incorporated in subjects such as religion, English, history, geography, social studies, economics, etc., given as and when suitable opportunities arise.

E. ISLE OF MAN

The authorities for the Isle of Man have commented to the effect that the practice there so far as the public education service is concerned is in line with that found in the United Kingdom.

F. JERSEY

Jersey informed the competent authorities of the United Kingdom that the practice there so far as the public education service is concerned is in line with that obtained in the United Kingdom.

G. DEPENDENT TERRITORIES

(a) British Virgin Islands

I.1 (a) No discrimination exists. No single sex schools exist.

(b) No difference between nationals. Scholarships are awarded for overseas' studies on the basis of merit and needs of the community.

I.2 and 3. Not applicable in view of 1 above.

II.4 (i) Primary school attendance is compulsory. No fees are charged.

(ii) Secondary education is compulsory for the first three years to age of 14 plus. Vocational training to be contained within the High School as part of a comprehensive education.

(iii) Scholarships are awarded for overseas further and higher education and training.

(iv) (a) All schools are coeducational.

(b) Private schools are subject to supervision and inspection.

(v) Adult education classes are now organized to meet the needs of those who could not proceed beyond the primary level, and for those who wish to equip themselves for higher education and training.

II.4 (vi) No discrimination occurs in any teacher-training courses.

II.5 No other measures are necessary to comply with the realization of the objectives of the Convention.

III.6 There are no national minorities needing separate language medium instruction.

III.7 Not applicable in view of 6.

IV.9 The educational system contributes to the realization of the aims of the Convention.

IV.10 There is no teaching about human rights.

(b) Gibraltar

I.1 Education is available to all children of school age without discrimination. The only differences, as follows, have been mutually agreed:

(a) Children of primary age (4-12) either attend government schools or British Services schools (for children of Servicemen or U.K. based personnel). On religious denominational grounds, children of primary age may attend either government schools (Catholic) or Services schools (Anglican and interdenominational), while a non-government Hebrew school also caters for non-Catholics. Where single sex schools exist, equal opportunities for both sexes are provided.

(b) Financial assistance based on ability is available for students of higher education.

II.4 (i) Education Ordinance for Gibraltar ensures that primary education is free and compulsory.

(ii) The same applies to secondary education.

(iii) In higher education, scholarships covering all expenses are available to enable students of the appropriate ability to pursue courses.

(iv) (a) The Department of Education ensures that standards of staffing, equipment and education are equivalent in all government schools which are subject to inspection and review.

(b) Private schools are liable to inspection.

(v) All persons have received primary education.

(vi) All teachers are sent to the United Kingdom for training.

II.5 The Gibraltar Government is currently reorganizing secondary schools on comprehensive lines rather than upon selection by ability.

III.6 English is the medium of instruction in all schools.

III.7 There is only a very small minority of Indian children of school age who attend government schools. The Indian community has access to the Minister of Education concerning the policies of the schools.

IV.8 The aims of education in the British systems are essentially undefined by authority in order to give greater freedom to those involved in what is a democratic process. The Education Ordinance of Gibraltar states that primary and secondary schools must be provided, as well as facilities for further education.

IV.9 and 10 The educational system provides the most appropriate education for each child according to his ability or aptitude. The curricula of Gibraltar schools, based on the U.K. pattern, accept, implicitly rather than explicitly, the objectives contained in Article 5.1 (a) of the Convention.

(c) Gilbert and Ellice Islands

I.1 No legal provisions exist which constitute discrimination in the field of education. Expatriate civil servants requiring for their children between the ages of 5 and 12 a Western European orientated education, an English medium primary school (Rurubao School) has been established to meet the needs of these families who thus can be more easily retained in the territory. However, all children who are able to undertake their education in English and to achieve metropolitan standards, may be considered for entry in this school if places are available.

(a) Entry to the first form of the government secondary school is gained by performance in attainment and reasoning tests. The Colony Junior Certificate examinations, which are taken after three years of secondary education, provide a leaving certificate and serve as a means of selection of pupils who will proceed to a further three years of secondary education in the government school. As for candidates for the one-year courses of Tarawa Teachers' College, preference is given to those who have had teaching experience as unqualified teachers.

(b) A programme of allowances and bursaries is provided to help students, selected on the basis of individual capacity, to undertake overseas higher education.

I.2 and 3. These points are not applicable.

II.4 (i) At present, primary education is neither compulsory nor free. The Government, the Island Councils and the Missions run primary schools, which are distributed unevenly throughout the territory, and which

charge fees towards the running of these schools. However, it is the aim of policy to provide by 1978 for all children between 6 and 15 years, a uniform and comprehensive system of primary schools with a nine-year course.

II.4 (ii) Selection for secondary education takes place at the end of the sixth year of primary education. The Government has one mixed secondary boarding-school which offers a six-year course leading to School Certificate and the Ordinary Level of the General Certificate of Education, and which is now expanding. The Gilbert Islands Protestant Church, the Ellice Islands Protestant Church each run one junior secondary school providing three-year courses leading to the Colony Junior Certificate examination, while the Ellice Islands Church is operating one mixed junior secondary school. The Catholic Mission is expanding its two junior secondary schools to provide, by 1972, five years instead of three of secondary education. In 1966 the four existing secondary schools had a total of 373 pupils, while in five establishments 610 pupils were enrolled in 1970. For those with the requisite educational standards, pre-service and in-service clerical as well as vocational and technical training is offered by various departments of the Government.

(iii) Higher education is not provided in the Colony. However, those selected on the basis of individual capacity are able to pursue their studies in the overseas universities. They receive maintenance, clothing and vacation travel allowances, and their fees and medical expenses are paid. Those undertaking a lengthy course are provided with fares to visit the Colony every two years.

(iv) (a) and (b) The Government maintains government primary schools and partly supports Island Council schools and selected Catholic primary schools. The standards of these establishments vary, the number of trained teachers is inadequate, government support also varies as it has to be phased in conformity with available resources. In order to provide for all children a uniform system of primary education, it is intended to consolidate the smaller schools into larger and more centrally situated schools with the most economic deployment of trained teachers. The Government fully maintains one secondary school and provides grants to Churches' junior secondary schools. In all the secondary schools the courses are geared to the prescriptions of overseas' examining boards. The Government controls educational institutions, including private institutions through the Education Ordinance 1955 (to be replaced in the near future). Its provisions cover the establishment of new schools, the registration of schools and teachers, the curricula and the inspection of schools, etc.

(v) The Education Department, through its Community Development Section, is encouraging informal educational activities through women's clubs, youth clubs and the development of small local libraries.

II.4 (vi) Candidates for teacher training must be at least 17 years of age and are selected by an examination and interviewing Board. The Tarawa Teachers College provides two courses: a one-year course leading students with a satisfactory primary education to qualify as a Grade IV teacher; a two-year course for students having completed five years of secondary education qualifies as a Grade III teacher. Students of a lower standard take an additional initial year of academic studies.

II.5 Although it is the ultimate aim of policy to provide for all children a uniform system of primary school, compulsory primary education cannot be contemplated until there are enough places in consolidated schools for all children between the ages of 6 and 15. Only then will consideration be given to the abolition of fees. Compulsory, free primary education is therefore not incorporated in present education policy or in the current development plan. The Government has no plans to provide secondary education, including technical and vocational training for all, but there will be expansion to meet the territory's manpower requirements. The Government also hopes to expand its informal educational activities and to develop adult education as the demand arises.

III.6 The Ellice language may be used in the Ellice Islands in teaching the younger children, but English becomes the medium of instruction from the third year of primary education. Courses in the vernacular languages, Gilbertese and Ellice, are in operation in all the schools.

III.7 (i) and (ii) Because of the isolation of the islands, a school on an Ellice island is attended only by Ellice children, and it is the same for a Gilbert island. The children of both national groups are eligible for entry to all schools, but it is only in Tarawa that schools are genuinely multiracial.

IV.8 The aims of existing policy are: to offer to all children the means of achieving the basic knowledge and skills that will enable them to become useful citizens intelligently participating in the social and economic development of the country, and well-developed persons to develop attitudes necessary for an understanding of their environment, to develop a realistic educational system taking into account the country's needs and its limited resources, increase the adaptability of people to an atoll environment, and to train able boys and girls for professions suitable for the country and even for employment elsewhere.

IV.9 The educational system and the objectives set for curricula and methods contribute to the realization of the aims of Article 5.1 (a) of the Convention.

IV.10 In primary schools pupils receive tuition about human rights as part of their environmental studies' course. At the secondary level,

human rights are taught in the history and geography courses and are considered in form discussion groups. All teachers in training receive tuition about human rights.

(d) Hong Kong

I.1 The legal and administrative framework concerning education does not contain any discriminatory provision, and no category or group of persons is debarred from access to any level of education because of race, nationality, colour, religion or similar discriminatory grounds. The other questions under this heading are considered as being inapplicable.

II.4 (i) Hong Kong aims at providing free primary education to all. To this effect, the Government has increased the number of government and government-subsidized institutions, thus providing enough places in primary schools for all children of school age. It was expected to abolish in September 1971 the school fees in government and government-aided primary schools which so far charged a nominal fee, allowing for a remission rate of 20% or higher if justified by financial need. To ensure attendance in primary schools, the Government intends to introduce appropriate legislation.

(ii) It is intended to provide three years of secondary education, including technical and pre-vocational schooling, in government or government-aided schools for all pupils in the appropriate age group and to achieve 50% of this provision by 1976. Within this 50%, provision is to be made for 18-20% of the 12-16 year age group to follow five-year courses leading to the examinations for the Hong Kong Certificate of Education (English or Chinese). In addition, one-third of the pupils enrolled in these five-year courses may enter the Lower VI Form. Those admitted to the VI Form courses in Anglo-Chinese secondary schools have to complete a two-year course leading to the advanced level examination of the University of Hong Kong. Those students following the VI Form courses in Chinese secondary schools have to complete a one-year course leading to the matriculation examination of the Chinese University of Hong Kong.

(iii) To enable each pupil to proceed from primary school to higher education, the Government provides students with various forms of financial assistance based on needs, the level of the courses to be taken or on academic achievements: remission of enrolment fees up to 45% in government and government-aided schools; 30-45% in the Technical College and Technical Institute; scholarships for matriculation and secondary school pupils; matriculation grants or loans for students and teachers in training at colleges of education and the Technical Institute.

As regards university education, the Government of Hong Kong established in 1969 a scheme for offering adequate financial assistance

to needy students of the two local universities, independent of the courses being followed or the university attended or envisaged to be attended. In addition, scholarships, grants and loans are provided to students by individuals and private organizations on the basis of need and/or merit. Assistantships are available in the two local universities for post-graduate studies and research, while a number of Commonwealth and other scholarships assist local students to take up studies abroad, mainly in Commonwealth countries.

II.4 (iv) All schools including private institutions, unless they are exempted, must comply with the provisions of the Education Ordinance and Education Regulations of Hong Kong. The requirements relate to all aspects of school administration, in particular to the safety and suitability of premises, the management system of the schools and the qualification of teachers. Furthermore, there is provision for inspection, and the Director of Education is empowered to adopt appropriate measures if a school is not being properly or efficiently conducted. Satisfactory standards of teaching are ensured by the requirements of public examinations and by regular visits of the schools and short courses for teachers by the inspectorate of the Education Department which is in charge of the elaboration of syllabus and teaching methods.

(v) A wide variety of activities with a view to promote a civic sense and a livelier attitude towards life are organized by Adult Education and Recreation Centres. Girls and women are admitted without discrimination, and in particular to literacy courses. The Adult Education Section of the Education Department offers general education through evening courses to those who have not received or have not completed primary education. Furthermore, there is provision for courses also at higher levels, as well as courses in woodwork for men and housecraft, sewing and knitting for women. Craft and vocational courses are also organized by the Technical Institute.

(vi) Training for teachers, full time and in-service, is provided by the universities, the colleges of education and the Technical Institute. The courses are conducted both in Chinese and English. They are open to all residents of the territory, subject to certain minimum academic or technical attainments and to suitability for the teaching profession.

II.5 While the principles set forth in the Convention continue to be borne in mind by those responsible for education, existing legal provisions and administrative practice, as well as plans and legislation under preparation, represent substantial progress towards the objectives of equality of opportunity and treatment in education.

III.6 There exist substantial groups of resident alien nationals in Hong Kong. They are free to establish private schools which, like all private schools, must satisfy the requirements of the Education Ordinance and the Education Regulations. These schools are not subject to any restriction other than those which legally apply to all schools.

III.7 In 1971, there existed a Japanese, an Indonesian and a German-Swiss private school. Members of the national group are free to apply for registration as managers of such schools. In addition to them, the Government runs a school for Indian children, while the Portuguese community is served by a government-aided school.

IV.8 The respective legislation does not contain a legal definition of the aims of education.

IV.9 The educational system, its curricula and teaching methods are wholly consistent with Article 5.1 (a) of the Convention. It seeks to provide a broad, liberal education which should tend to foster recognition of national principles of social life such as those embodied in the Convention.

IV.10 The Education Department's suggested syllabus for primary schools (social studies) and secondary schools (civics) call for attention to be given at primary 6 level and at secondary 4 level to the functions of the United Nations and Specialized Agencies. In the colleges of education and universities, reference is made to the principles and activities of the United Nations in courses of history, political science and social studies.

(e) Bahamas

I.1 There are no legal provisions, regulations, practices or situations which constitute discrimination in education or which could lead to discrimination in the Commonwealth of the Bahamas.

(f) Falkland Islands

I. There are no legal provisions, regulations or practices which constitute discrimination in education.

II.4 (i) The 1967 Education Ordinance provides for free and compulsory primary education for all children from 5 to 15 years of age. Because of the scattered population, however, only 191 of the 279 school-age children are receiving full-time primary education, while part-time education is provided for 88 children by itinerant teachers.

(ii) Eighty-one children are receiving secondary education in Stanley and at Darwin Boarding School. The competent authorities award one to three scholarships each year, on a merit basis, for secondary studies in Uruguay or Great Britain. In addition, all persons with children of 11 to 18 years of age at secondary school abroad receive an education allowance. In 1971 there were eight scholarship-holders and eleven grant-aided pupils studying abroad. In winter, evening classes at secondary level are held in Stanley.

(iv) (a) All schools come under the Department of Education.

(b) There are no private schools in the Falkland Islands.

II.4 (v) All children receive primary education, although one-third of the pupils attend school for only part of the time.

(vi) Teachers are recruited in Great Britain. Teacher training is also provided there in the - very infrequent - case of a pupil with the necessary aptitude wishing to take up this career.

II.5 The provision of full-time primary education for all school-age children would involve prohibitive costs, such as the extension of the road system and the organization of school transport.

III.6 and 7 There are no minorities in the Falkland Islands.

IV.8 There is no legal definition of the aims of education.

IV.9 The objectives set for the educational system by the Department of Education conform to Article 5.1 (a) of the Convention.

IV.10 Teaching about human rights is included in instruction in history and civics.

(g) Seychelles

I.1 (a) There are no differences in principle or in practice in the educational facilities or curriculum provided for boys and girls. Every primary school pupil can enter junior secondary school. On the other hand, as access to grammar schools is based on a competitive examination, pupils enrolled in the private preparatory sections for boys and girls attached to the two grammar schools have advantages over pupils in other educational establishments. For one thing, each grammar school has a kindergarten, so that some children of a certain social class can commence their education at the age of 5, instead of 6, which is the enrolment age for children receiving primary education in the non-fee-paying schools. These private schools have highly qualified teachers, who can prepare pupils successfully for the grammar school entrance examination. This case of privilege is being rectified by means of an intensive programme for improving the quality of teaching (this should be completed by 1973), and of teaching methods and materials in the non-fee-paying primary schools, and by increasing the number of available places in special classes at this educational level. Boys or girls in these classes repeat the last year of the primary course, so that they have an extra year's work before sitting the grammar school examination. An effort has also been made to improve the teaching of mathematics and languages in non-fee-paying schools. Expatriate language advisers have been called in to help improve the teaching of languages, and new teaching methods, such as school television, have also been used. The competent authorities in the Seychelles consider, however, that it would not be advisable to do away with the fee-paying preparatory classes - from which most secondary pupils are drawn - until the quality of teaching in the non-fee-paying primary schools has been considerably improved.

(b) A system providing financial aid and adequate remission of fees ensures that no pupil is unable to attend secondary schools for financial reasons. There is no difference in the treatment of nationals in the Seychelles, but only students born in the Seychelles are eligible for the award of a Government scholarship for further studies abroad.

II.4 (i) Primary education is free in the Seychelles, but not compulsory. According to estimates, 94% of school-age children attend school. Legal provisions now in force should enable primary education to be made compulsory when adequate accommodation and enough trained teachers and materials are available, and when a system of school attendance officers has been set up to see that everyone complies with the attendance regulations.

(ii) Junior secondary education is available to all, subject to the payment of a nominal fee which is remitted in the case of poverty. See also I.1 (a) above in regard to grammar school education. Students are admitted to technical and vocational schools on the results of a competitive examination and an interview. At present, facilities for this type of education are limited, mainly because of the difficulties of recruiting specialized teaching staff locally.

(iii) There are no higher education institutions in the Seychelles Islands. A scholarship system makes it possible for qualified students born in the colony to continue their studies abroad.

(iv) (a) In theory, curricula and teaching materials are identical fee-paying and non-fee-paying schools. In addition, all government and aided primary schools (except the public preparatory school for boys, which is a fee-paying school) have equivalent facilities in regard to teaching staff, teaching materials, and the provision of school meals.

(b) Section 22 (2) of the Education Ordinance stipulates that the site, building, teaching staff and curricula of all educational establishments must conform to the standards laid down for government schools. The Director of Education can inspect any school in the colony with or without notice.

(v) The present Development Plan provides for the establishment of an adult education programme, including literacy teaching, general education and vocational training courses, and public reading facilities. Courses in English (at various levels) have been organized and are attended at present by some 1,200 pupils.

(vi) There is no discrimination in training for the teaching profession apart from the provision of special training facilities overseas where none are available in the colony. Of the 117 students enrolled in local institutions, 8 are men. The in-service training of teachers in the public education service has been started and should be completed around 1973.

II.5 Other measures contained in the Development Plan with the aim of fully realizing the objectives set out in Article 4 of the Convention include: the provision of assistance, including trained staff and equipment to pre-school establishments; the introduction of handicrafts, home economics and science classes in junior secondary schools and of an optional year of pre-vocational schooling; the establishment of a vocational training centre which will initially provide courses in building and in mechanical and electrical engineering; and a school building programme to keep pace with the expected increase of about 1,300 primary school pupils between 1970 and 1974.

III.6 No statistics are available concerning national minority groups. Minorities known to exist are very small and frequently comprise only a few families. English is the official language of instruction in all schools; French is taught as a second language from Grade 4 of the primary school upwards.

III.7 (i) For religious reasons, there are separate schools for Roman Catholics, Anglicans and Seventh Day Adventists. These schools are fully aided, with the exception of maintenance and cleaning costs. A private school to provide primary education up to U.K. standards was established in 1969. It is staffed entirely by U.K-trained expatriate teachers. This school is open to all residents, but has attracted a large proportion of expatriate children of different nationalities. In this way it caters for national minority groups.

(ii) Compliance with the conditions of operation of schools and, more particularly, the provisions regarding educational standards set out in Article 5.1 (c) (i)-(iii) of the Convention is ensured by the Education Ordinance, executive authority being vested in the Director of Education.

IV. The definition of the aims of education set out in general terms, which conforms with the guidelines established in Article 5.1.a of the Convention, is contained in Section 4, Chapter 47 of the Education Ordinance. It is the duty of the Director of Education to promote the effective direction, development and co-ordination of all educational activities, including mass education. In addition, he must ensure that adequate facilities are available not only for regular academic instruction but also for physical and health education, instruction in agriculture and animal husbandry, domestic science, arts and crafts and child welfare, and he must promote the teaching of English and recruit an adequate number of qualified teachers of English. By providing free primary education for both sexes, improved pre-vocational education and facilities for secondary education and vocational training, free midday meals for primary pupils and substantial financial aid for secondary education, the educational system of the Seychelles contributes to the attainment of the educational goals set out in the Convention. The Development Plan also reflects the Government's intention to pursue these goals still further, through the improvement of education.

IV.10 There are no specific syllabuses or courses in human rights.

(h) Solomon Islands

I.1 (a) There is no discrimination in primary or secondary education.

(b) The only differential treatment between nationals is in the award of scholarships for higher education overseas, which is governed by a decision stipulating that such scholarships must be awarded in the light of priority requirements for manpower in particular categories and the need for specific skills. Consequently, in awarding scholarships priority is given to those who have the required qualifications and are considered to be Solomon Islanders in accordance with the terms of Section 2 (1) of the Lands and Titles Ordinance No. 6 of 1968. Chapter 109 of Educational Ordinance 1954 applies to all schools within the Protectorate, so that the conditions governing grants and administrative regulations are similar in all. In accordance with a general non-discriminatory classification of schools, the educational system comprises scheduled (aided) registered primary schools and non-scheduled registered primary schools which do not receive subventions.

II.4 (i) Education can never be entirely free, for some contribution must always be made by society, through direct or indirect contributions (various forms of taxation) or through grants or loans financed by certain sections of the population. The progress made in the Protectorate between 1966 and 1970 towards the qualitative and quantitative improvement of educational facilities should make it possible from 1971 onwards to provide primary education for some 23,000 pupils out of an approximate total of 34,000 children of school age.

(ii) Considerable progress is being made in secondary education, in accordance with the provisions of the Sixth Development Plan for the Protectorate. It is expected that by 1971 some 1,523 pupils will be receiving secondary or vocational training, whilst an approximate increase of 50% in enrolments at this level should bring total enrolments up to 1,093 in 1971 and 1,590 in 1974.

(iii) It is expected that in 1971 some 110-120 Solomon Islanders will be receiving higher education overseas. In 1970, the number of certificates awarded in higher education was ten times the 1966 figure.

(iv) (a) Despite the limited number of personnel, a unified inspection and advisory system strives to maintain equal standards of education with due regard to the geographical, socio-economic and cultural backgrounds of the various population groups. The use made of government grants and loans to primary schools is supervised through inspection on the basis of a national grant code system, and a similar system is applied to secondary schools.

(b) The reply to the question concerning private schools is in the negative, but elsewhere the report mentions the existence of exempted catechist type schools and of one independent school established by a minority group.

II.4 (v) Attempts have been made in the last few years to promote the education of persons who have not received a primary education, through activities which include literacy campaigns and vocational training. As resources are extremely limited, these attempts have met with varying degrees of success. At present, more interest is aroused by community development schemes, in which individual requirements will be taken into account wherever possible.

(vi) Training for the teaching profession is non-discriminatory.

II.5 Progress up to the present time has depended in great measure on the availability of financial resources in the form of direct contributions, Government subsidies and grant-aided funds from United Kingdom sources, and has never been based on discrimination of any kind. Regular economic growth, closely linked to a specific programme of United Kingdom grants, would be necessary for the complete attainment of the objectives set out in Article IV of the Convention. Such measures have been incorporated in the Sixth Development Plan, as in earlier plans. The United Nations grants subventions to the Protectorate for its education system, and more are under consideration.

III.6 Provision is made for the use of minority languages where requested, particularly during the first two years of schooling. However, owing to a lack of resources and qualified personnel and the number of minority languages, there is no organized provision for systematic instruction in which the languages of the minorities are used, or for instruction in these languages; their use is determined by requirements and the availability of proficient instructors in the areas concerned.

III.7 Only one school has been established by a minority group to meet the linguistic and social requirements of the children during the first years of schooling. This school is an autonomous establishment, although members of its teaching staff may if they so desire consult the national curricula, which are made available by the district inspection services and through the normal educational administrative processes. Moreover, this school is regarded as an integral part of the Protectorate and District School Inspection and Advisory System, as will any similar school that may be opened in the future, so that the provision of Article 5.1.c (i)-(iii) of the Convention will be complied with.

IV.8 A legal definition in which the aims of education closely resemble those set out in Article 5.1.a of the Convention is to be found in Chapter 109 of the British Solomon Islands Protectorate Educational Ordinance 1954, which takes account, inter alia, of the developing sociological and economic conditions prevailing within the Protectorate.

While efforts must be concentrated on the satisfaction of manpower requirements, curricula and methods are based on the principles of the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms, understanding, tolerance and

friendship among all nations and all racial or religious groups. Owing to the linguistic difficulties encountered in the Protectorate's educational programme at all levels, progress towards these aims varies considerably from area to area and from school to school. Nevertheless, the educational system and curricula are constantly reviewed in the light of the criteria referred to and the activities of the United Nations.

(i) Turks and Caicos Islands

II.4 (i) The Territory provides free compulsory primary education for all children, as primary schools are maintained in every settlement.

(ii) In Grand Turk (seat of Government), free secondary education is available for all children who pass the entrance examination. Out-island children are entitled to boarding grants to enable them to attend school.

(iii) Scholarships under the West Indies Training Scheme are readily available for those who qualify for further education abroad.

VENEZUELA

I.1 From its very beginning, the Republic has constantly been opposed to discrimination, particularly in education. Article 61 of the Constitution, specifies that no discrimination is permitted on grounds of race, sex, religion or social status, and laws have also been passed with a view to ensuring true equality in Venezuela as regards educational opportunities. All the measures adopted and all the activities undertaken either by the State or by its representatives have had as their objective a system of equal opportunity guaranteeing everyone the right to education, and making education accessible to all those - whether nationals or foreigners - who seek intellectual development through education.

II.4 (i) and (iii) The Decree of 27 June 1870 made primary education both compulsory and free. Article 78 of the Constitution, according to which the education provided at all levels in official schools is free of charge, is also cited. In the case of higher and specialized education, the law makes an exception to the principle of free education in the case of persons who have the means to pay.

(iv) (b) In Article 79 of the Constitution it is laid down that the State shall encourage and protect private education, which shall be provided in accordance with the principles enunciated in the Constitution and in law. These provisions have been incorporated in a system of legal standards which make private educational establishments subject

to the school legislation in force. The Ministry of Education supervises the whole system, from the entry of such schools in the Ministry's own register to the examinations held by private schools and the certificates they issue.

IV. Everyone in Venezuela has the right to education and culture with a view to his intellectual development.

VIET-NAM, REPUBLIC OF

I.1 Since the country gained its independence, successive governments have carried out a policy designed to improve the living conditions of the people, a policy based on social justice and democratic liberties and the abolition of all traces of colonialism and servitude.

(a) All candidates for admission to secondary education establishments, without distinction as to sex or religion, must take a competitive examination. The conditions of admission to and study in educational establishments of all types are the same for girls as for boys. The Government accords special treatment to ethnic minorities in order to facilitate their access to education. There are State-aided primary schools for the blind, and a school for deaf-mutes and a primary and secondary school for blind pupils are run by religious communities.

(b) There is no difference in treatment between nationals; nevertheless, at the primary and secondary levels, as well as in teacher-training schools, the Government provides grants for able pupils in straitened circumstances. Women have the same rights to grants and scholarships as men. Members of ethnic minorities who are enrolled in teacher-training schools receive more substantial grants than Viet-Namese students, and have the same opportunities of obtaining scholarships for overseas study.

I.3 There are no obstacles which have impeded the action of the Government.

II.4 (i) Primary education is free, and is compulsory for a period of five years, but owing to the difficulties caused by the war only 85% of the age-group concerned actually attends school. A Government plan for the expansion and equipment of premises should make it possible for all children aged six years to attend primary school by 1972 or thereabouts.

(ii) A new secondary education system was adopted by the National Education Conference in 1964, on the recommendation of Unesco, together with a programme of continuing education lasting twelve years (from the first class in the primary school to the baccalauréat class), beginning in the 1970 school year. The length of the school course has been increased by arranging to hold evening classes in eight existing secondary schools. Secondary education is free of charge, and scholarships are awarded to needy but gifted students.

II.4 (iv) The reply mentions a primary and secondary school for blind pupils, and a school for deaf and dumb pupils, both directed by religious communities.

(v) A literacy campaign has been conducted since the enactment of Decree-Law No. 15/64 of 23 March 1964. Classes for adults are held every evening in the premises of primary schools. Adults who have become literate have rapidly acquired the knowledge necessary for manual occupations. Similar classes are also held for the Chinese population of the capital.

(vi) Candidates who have passed the first part of the baccalauréat must take a competitive examination if they wish to enter the teacher-training school, whilst candidates from ethnic minorities are admitted on the basis of the first part of the baccalauréat alone. A teacher-training school is reserved specifically for students from ethnic minorities, who receive two years' training with free board and lodging. They receive a monthly allowance exceeding by $600 the allowance for young Viet-Namese. These students will teach in the primary schools for ethnic minorities, but they have the same status, salary and privileges as their Viet-Namese colleagues.

III.6 With the exception of the advantages mentioned under II. 4 (vi), ethnic minorities enjoy the same rights and privileges as Viet-Namese in educational, cultural and economic matters. The Viet-Namese language is the medium of teaching in the teacher-training school for students from ethnic minorities. The curriculum also provides for four hours' instruction a week in dialects and in the culture of the ethnic minorities.

III.7 There are primary schools for ethnic minorities, with teaching staffs composed of members of these minorities who have been trained in the establishment specially reserved for them.

IV.8 and 9 Since gaining its independence, the country has always been careful to observe the principles of the United Nations Charter and of the Universal Declaration of Human Rights. During the 1958 and 1959 National Education Congresses three principles were adopted as the basis of education: it was to be based on humanistic principles, and designed to secure the total development of the human being; it was to be national, aimed at protecting and enhancing the well-being of the nation; and it was to respect the scientific spirit as a factor of progress in every sphere, and be open to all that was of real worth in the cultures of the world. The reorganization of the educational system meets these requirements: primary schools have become the concern of the community, and subjects such as agriculture, livestock raising and environmental studies have been introduced. The new syllabus for secondary education links general culture with specialization. Finally, new vocational training centres for adults have been opened.

IV.10 Teaching about human rights is given at the primary level (a talk, lasting half an hour is given once a week), and at the secondary and higher levels it is part of the civics programme.

B. APPLICATION OF THE RECOMMENDATION

BELGIUM

I.1 (a) Coeducation has been introduced in all State primary education classes, and the curricula were to be adapted accordingly at the beginning of the 1971-1972 school year.

(b) In the State education system there is no discrimination based on the pupils' nationality in the allocation of material or other assistance to teaching establishments or to pupils. Foreign students may receive a grant under certain conditions relating in particular to the duration of their stay in the country. A law has recently been passed to facilitate the democratization process and to eliminate any trace of discrimination in the award of study grants.

I.2 and 3. Belgium considers these questions inapplicable.

II.4 (i) Primary education is free and compulsory for all children up to the age of 14 years, and the raising of the school leaving age to 16 years is under consideration. Special primary education has been introduced for handicapped children.

(ii) All forms of secondary education are free and accessible to all. Pupils may transfer from vocational education to the reorganized secondary education course, with some exceptions due to the difference in subjects taught.

(iii) Secondary education diplomas are valid in all circumstances, and give all pupils who have completed secondary or technical studies access to all types of higher education. In principle this also applies to pupils who have completed the reorganized secondary education course which was to be introduced in the school year 1971-1972 in 100 State schools; 22 of these schools are already in the second year of observation. It is more difficult to transfer from vocational education to higher education, owing to the considerable differences in the subjects taught.

(iv) (a) The quality of instruction is the same, and in principle the same syllabuses are taught in all State schools. The choice of optional subjects, however, may be different for different sized schools.

(b) Provincial, communal and private schools seeking State subsidies are required to comply with certain legal provisions, particularly with regard to the standard of instruction (Articles 3 and 6 of the Law of 29 May 1959).

II.4 (v) Free correspondence courses are organized by the State and can be taken by all those who have not had an opportunity to obtain a primary, secondary, (lower or upper) school-leaving certificate.

(vi) There is no discrimination at the different levels of teacher training. On leaving secondary school, primary school teachers have two years' training in primary teacher training schools. Teacher training for the lower secondary school level is of two years' duration (extension to three years is under consideration), and is provided by lower secondary teacher-training schools. Upper secondary school teachers are trained in the universities.

II.5 Belgium considers this question inapplicable.

III.6 and 7 Language legislation stipulates that the language of a region should be the medium of instruction. The reply adds that from 1 September 1971 it was intended to restore the right of the head of the family in Brussels to select the language in which his children would carry out their studies. The plan was to set up simultaneously a number of Flemish-speaking schools in Brussels, until the members of the Flemish population could also choose freely in the matter. A certain form of discrimination may be said to exist in that in the German-speaking region German is used as the language of instruction only in the primary and secondary schools. There are no teacher-training colleges or universities using German as the medium of instruction, and students who wish to do their studies in German must enrol in a German university. It is likely that their German diploma will be a handicap later on, when they come to practise their profession in Belgium. It is desirable to make arrangements regarding the equivalence of diplomas and certificates as soon as possible.

IV.8, 9 and 10 Provisions concerning the principle of neutrality and the spirit of tolerance to be observed in official education are contained in the Resolutions of the Commission permanente du Pacte scolaire, approved by the three co-signatories and by the Government. The organization of participatory administration in many State schools is also likely to promote the spirit of tolerance and understanding. Tolerance, international understanding and respect for human rights are particularly emphasized in the reorganized secondary education course. Human rights are explicitly mentioned in the school ethics and history syllabuses for the senior classes of secondary schools. The official methods used to inculcate international understanding differ according to the age of the pupils: pairing of schools with schools in other countries, film shows, inter-school exchanges and correspondence, organization of debates and symposia, school travel abroad, distribution of leaflets and documents issued by international organizations, radio and television broadcast series on the efforts of scientists of different nationalities to foster scientific development through mutual assistance, travelling exhibitions on foreign countries organized with the help of their embassies and accompanied by posters dealing with human rights. Every year a ministerial circular calls attention to United Nations Day, which is celebrated in all schools.

A project was to be launched in the 1971-1972 school year, in collaboration with the Belgian League for the Defence of Human Rights, for the dissemination of information on the problem of racial discrimination. As a follow-up to the study days organized for history teachers, a centre was to be opened in September 1971 for the systematic study of prejudice and means of combating it. For the time being, this centre was to be attached to the teacher-training school in Ghent and administered by a professor specially appointed for this purpose.

CANADA

I.1 No legal provisions, regulations. practices or situations constitute or could lead to discrimination with regard to the admission of students to educational establishments and the treatment of nationals. However, enclaves or families living apart from population centres of their own language group do suffer from lack of educational opportunities in their mother tongue.

I.2 and 3 Canada indicates that these questions are not applicable.

II.4 (i) The School Acts of the provinces of Canada provide for free and compulsory primary education, in some provinces for children from 7 to 15 years of age, in others from 6 to 16 years. In the 1960's, compliance with this obligation has resulted in almost 100% attendance of all children in the respective age group.

(ii) Various forms of secondary education are free and accessible to all but the most isolated residents of some provinces. This problem is now being overcome through financial assistance to students of such areas enabling them to attend school away from home. An accelerated building programme of technical-vocational schools has also made this category of secondary education accessible to all.

(iii) To make higher education accessible to all on the basis of individual capacity, the provinces and the federal government have created scholarships, bursary and loan funds. The increase in the number of universities from five in 1950 to 14 in 1970 in Ontario, for example, have ensured adequate facilities in higher education. Colleges of applied arts and technology have been established by a number of provinces to meet specific needs in post-secondary education. Provincial and federal grants to such institutions keep the tuition fees relatively low. New Brunswick provides for trade and technical schools free of charge.

(iv) (a) To ensure equivalent standards in all public educational establishments, most of the schools must follow a uniform provincial programme which nevertheless allows for adaptation to local and individual needs. In all the provinces schools are subject to regular

inspections; pupils in their eleventh and twelfth year of public education have to pass external examination and standardized achievement tests; certification and employment of teachers are governed by regulations issued by the provincial departments of education and equivalent grants are given to the schools by the federal government. The reply further refers specifically to measures taken by Prince Edward Island, Nova Scotia, Manitoba and Ontario where financial grants or a foundation programme - the costs of which are shared by the provincial governments - help to ensure education of equal quality, and in Manitoba in particular this enables the province to offer teachers competitive salaries. Thus better qualified and experienced teachers could be attracted to a province with a fairly high population rate where disparities existed between the poorer and the richer parts of the region.

(b) Private schools exist in all the provinces except Prince Edward Island. Only in the province of Alberta must private schools meet exactly the same standards and are subject to the same control as public educational institutions. Private schools operated elsewhere do not come under the responsibility of the provincial education departments. These schools must, however, in most cases provide "satisfactory education", equivalent to that of public schools in order to conform to the regulations for compulsory school attendance. In almost all cases, private schools use curriculum guidelines elaborated for the public schools. If private schools are registered or receive provincial grants, they are inspected by provincial authorities. Otherwise they can be visited by a provincial inspector upon request.

II.4 (v) The provinces offer night courses for adults and correspondence courses with a view to the academic upgrading of all individuals. Furthermore, vocational centres for adults with limited formal education, "basic training for skill development programmes" preparing for entrance to trade courses as well as "general educational development tests" designed for adults wishing to obtain a grade equivalent, are measures adopted by one or other of the provinces.

(vi) Access to teacher-training institutions depends on academic requirements, and no restrictions or discrimination as to race, colour or creed exist.

II.5 The aim of all provinces to provide for equal educational opportunity is being achieved by a continued expansion of educational services and the establishment of larger educational units to overcome regional disparities.

III.6 This bilingual and bicultural country has English and French as its two official languages, although provision for the use of French as a medium of instruction is not embodied in the legislation of each of the provinces. There are many other national minorities of varying concentration and size, except in the province of Newfoundland. Each province has a different approach in handling the question of instruction, for the

minorities, in their own language. The provinces of Quebec and New Brunswick use only the two official languages of Canada which are treated on an equal basis within their educational systems. While Ontario and British Columbia have no legislation governing this question, by tradition and for practical reasons, English alone is used as medium of instruction in British Columbia, while a French language advisory committee entitled to make recommendations to the local school board has been set up in Ontario. The School Act of 1970 of Alberta authorizes the use of French or any other language than the two official ones. Teaching materials and programmes of study must be approved by the Minister of Education, and the standard of education in other languages must be the same as that required for instruction given in English. In Saskatchewan, the School Act allows for the use of French as language of instruction if it has been authorized by the board of a school district. The amended School Act of 1970 of Manitoba provides for the use of English and French as medium of instruction in public schools, and an English language advisory committee has been established together with a French language advisory commmittee to whom the Minister of Education might refer appropriate matters on the subject. According to administrative provisions in Nova Scotia and Prince Edward Island, French may be used as a first language in schools belonging to francophone areas, and can be chosen as an optional second language at all levels from grades 7 to 12. Other languages such as Ukrainian and German have not been given the same privilege as French in Manitoba, although both these languages are acceptable as subjects of instruction in elementary and secondary schools. Furthermore, efforts are being made to provide for teacher aides proficient in native Manitoba languages to help children with little knowledge of English to adapt themselves to the school situation. Special training for native Manitobans (Indians) is provided with native language teacher aides to adults with a view to help bridge the gap between those whose basic language is Cree or Saulteaux on the one hand, and English on the other hand. However, as already stated, small groups of families living apart from population centres of their own language group do suffer from lack of educational opportunities in their mother tongue.

III.7 Public French-language schools are provided for the French-speaking minority in the provinces of Alberta, Saskatchewan, Manitoba, Ontario, New Brunswick, Nova Scotia and Prince Edward Island. These schools are operated by the school board of the district and have to apply the same educational standards as all the other schools of the provinces. Overall provision in education for the Indians and Eskimos is made by the federal government.

IV.8 No definition of the aims of education is contained in the legislation of the provinces. The specific provisions set forth in the respective School Acts, however, assume the objectives set forth in Section V (a) of the Recommendation and contribute fully to their realization. The general objectives of elementary and secondary education of most of the provinces are outlined in policy statements and curriculum publications issued under the responsibility of the Minister of Education. The reply of Canada contains extracts from "Programs of Studies" issued by the

competent authorities of Alberta and Saskatchewan respectively, which indicate as educational purposes, amongst others, the need for the "fullest realization of the personal potentialities of boys and girls, the preservation and improvement of democratic and social order, appreciation and tolerance of cultural patterns exhibited by other groups (religious, social, economic, ethnic, racial, national), developing of attitude of kinship with human beings of all nations".

IV.10 The teaching about human rights and fundamental freedoms forms part of social studies, political science, the study of government, ethics, psychology and literature. Teachers are very conscious of the need to abolish prejudices and to attain a genuine spirit of mutual respect and understanding among students of different races, religions, ethnic and cultural origins. Belief in the value of the individual is reflected in a more flexible way of teaching and less formal relations between teachers and pupils. Greater consideration is given to the views of pupils and they participate in decision-making at all educational levels.

CEYLON

I.1 (a) and (b) Ceylon gives a negative reply to both these questions, but indicates that foreign nationals have the same access to education as nationals. Free education is provided from the kindergarten level up to the university.

I.2 and 3. Are considered by Ceylon as not arising.

II.4 (i) Legislation provides for compulsory school attendance for all children between 5 and 14 years of age.

(ii) Three steps have been taken, since 1945, to make secondary education accessible to all, regardless of the socio-economic background of pupils: (a) the introduction of a free education scheme; (b) the use of the mother tongue as medium of instruction; (c) reduction of disparities of educational facilities between urban and rural areas. Furthermore, substantial funds for scholarships and bursaries have been devoted to needy children to meet their expenses for board, lodging, clothes and books.

(iii) University education is free, students are admitted on the basis of results achieved at the G.C.E. (A.L.) examination.

(iv) (a) Although separate schools for boys and girls exist as well as coeducational institutions, these schools provide a teaching staff with equal qualifications and offer courses of the same standards as all public educational institutions of the same level.

(b) Private schools are legally bound to conform to national policy in this field and generally provide for educational facilities up to the G.C.E. (A.L.)(1) and in conformity with the State schools. The equivalence of standards are ensured by the inspection of private schools by Ministry officials.

II.4 (v) Little attention has been paid to the problem of literacy since widespread educational opportunities have become available during the past ten years. School attendance being compulsory from the age of 5 to 14 years, the percentage of literate people is very high. Some form of continuing education is provided in adult education centres which arrange for three evening meetings a week, providing for instruction in literature, arts, crafts and cultural activities, and education courses for workers, the first one-year course of which has been inaugurated in March 1971 at the University of Ceylon, Colombo. With a view to widening the general knowledge of workers, the course offers lectures on basic economics, trade unions and society, socialism, science, culture and international affairs. It is hoped to extend this course in 1972 to other universities.

(vi) Admission to teacher-training colleges is through open competition.

II.5 This question does not arise.

III. There are no national minorities in Ceylon and the law provides for every child to be taught in his or her mother tongue. No distinct schools are said to be available for the minorities, although the reply mentions the existence of separate schools according to the medium of instruction.

IV.8 Existing legislation does not define the objectives of education, but it is hoped to make the necessary provision in a new Education Act, which was under preparation in 1971.

IV.9 The educational system, its curricula and teaching methods contribute fully to the realization of the aims of education set forth in Section V (a) of the Recommendation. Further improvements were to be made in new syllabuses which were under preparation in 1971. As regards the curricula of teacher-training colleges, the programmes grouped within the subject area Education II are designed to achieve the objectives of education in the spirit of the Recommendation. Reference is made to them specifically in several lectures and tutorials.

IV.10 The curricula of primary and secondary education, when dealing with environmental and social studies, contain teaching about human rights, in particular with regard to the rights and duties of the individual and as a member of society. In teacher-training colleges, social studies, which are compulsory, include the teaching of the Universal Human

(1) Editor's note: Examination giving access to university.

Charter, and refer to the right of everyone to equality of educational opportunity. The optional subject of civic education requires the study of the Universal Declaration of Human Rights.

INDIA

I.1 (a) No regulations exist which constitute discrimination for a particular group of students, but specific provisions protect the rights of students belonging to socially disadvantaged (backward) classes. Admission to teacher-training institutions is based on merit. In many States of the Union, educational institutions, particularly at the professional engineering level, make available a certain percentage of places to students coming from backward classes. Normally access to educational institutions is restricted to Indians, but provision can be made, if necessary, for the admission of foreign nationals.

II.4 (i) Legislation in most of the States of the Union provides for compulsory primary education, but due to economic and social reasons, it has been difficult to enforce this obligation. Five years of free primary education are available to pupils in all States, and in fact 95% of the school population have access to a primary school within a distance of 2 km.

(ii) Secondary education, including vocational training, is open to all irrespective of creed or colour. The Central Government and the State Governments have provided financial assistance to students who otherwise would not have been able to take up technical education.

(iii) Higher education is open to all, and a number of new universities have been established since the country attained independence. Financial assistance has been provided by the Central Government and the State Governments to students who would not have been able to take up higher education.

(iv) The Central Advisory Board of Education, the University Grants Commission and the Inter-University Board, ensure on the basis of mutual agreement, that standards are equivalent in educational institutions of the country.

(v) Schemes of adult and continuing education, home economics, and pre-vocational training are organized in the country to encourage satisfactory education for those who do not attend the traditional type of schools.

(vi) Access to training institutions for the teaching profession depends on merit, and sufficient places are available to all without discrimination. The country had, however, to close down some of these institutions due to unemployment among the trained teachers.

II.5 No difficulties have been experienced in ensuring equality of opportunity. The Constitution of India as well as the National Policy on Education which was adopted in 1968 envisage the de jure and de facto realization of the objectives set forth in Section IV of the Recommendation.

III.6 India quotes three articles of its Constitution which provide for the establishment of educational institutions for national minorities, as well as for instruction in the mother tongue to children belonging to linguistic minority groups. Accordingly, at primary level, instruction in a mother tongue is to be provided if there are at least 40 children of such a language in a school or 10 children per class. Similar arrangements must be made at the secondary education level if there are at least 60 pupils in the last four classes of the higher secondary stage and 15 pupils in each class. Adequate arrangements exist for the teaching at university level of all the languages included in the 8th Schedule of the Constitution.

III.7 There are distinct schools available to minorities, but these schools must fit into the framework of the general education system.

IV.8 Various articles of the Constitution provide that no discrimination should exist, in the field of education, on the basis of religion, castes, colour or economic status of a person.

IV.9 The State Governments have defined the aims of education in their State legislation as well as in the educational instructions which are issued from time to time, in conformity with the principles set forth in Section V (a) of the Recommendation.

IV.10 Chapters on the teaching of human rights are contained in the manuals for social and civic studies. These manuals, which are elaborated by the N.C.E.R.T.(1) have been adopted by most of the States of the Union and the subject is therefore taught to all pupils.

IRAQ(2)

I.1 No legal provisions or regulations constitute discrimination in the field of education. Article 27 (a) of the Constitution states that "the State is responsible for the eradication of illiteracy and for ensuring the right to all citizens for free education at primary, secondary and higher level".

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(1) Editor's note: National Council of Educational Research and Training.

(2) Since Iraq had not transmitted a first periodic report, the Government had been requested to reply also to the first questionnaire. The answer, however, only deals with the second questionnaire.

I.1 (a) Although most of the primary and secondary schools are separated for the sexes, admission to these schools is possible under equal conditions which also allow for the passage of students from one level or type of education to another. One of the measures foreseen within the National Development Plan for 1970-1974 however, is: "Applying equal conditions for the admission of students to schools of the same level and type", and that passage to the next higher level should be subject to a general examination.

(b) No school fees are charged and no differences exist in the treatment of nationals except on the basis of merit or need with regard to the granting of scholarships, permits and facilities for study abroad.

I.2 and 3 Iraq considers these questions as not applicable.

II.4 (i) Primary education is free and, in accordance with Article 27 (b) of the Constitution, a plan has been drawn up to achieve overall compulsory primary education between 1972 and 1981. This plan foresees special attention to be paid to the educational needs of children belonging to rural and Kurdish areas, of girls and of those of economically underprivileged classes of the population. The reply then enumerates 14 measures envisaged to realize fully compulsory primary education such as: establishing one-class schools in some rural areas, but also increasing the number of school buildings and the enrolment figures of children of primary level; limiting the age group of children for admission to six or seven years in urban, to eight or nine years in some rural areas, while establishing special classes for three years of schooling for those who are above that age, i.e., 10 to 15 years of age; paying particular attention to the education of handicapped children; providing poor children with school supplies, clothes, etc., and facilitating the provision of documents necessary for school admission; adapting content and techniques of primary education to the needs of the environment and using new educational methods; encouraging girls to enter the teaching profession and giving particular attention to pre-service and in-service training of teachers, while providing for the training of school administrators; mobilizing press, radio and television to demonstrate the importance of education, its effect on the lives and the future of children but also to stimulate local efforts to contribute towards the financing of education.

(ii) The following measures are embodied in the National Development Plan for 1970-1974 with a view to developing general and vocational education: extending, after 1980-1981, compulsory education to cover the first three years of secondary education; opening complementary classes to be attached to primary schools in rural areas; establishing new sections in secondary vocational schools; admitting to secondary schools all those who pass the final primary education examinations on the basis of priorities set by the plan and the financial resources available.

II.4 (iii) The following measures are foreseen in the National Development Plan for 1970-1974 with a view to expanding higher education: increasing the number of universities and institutions of higher education, and implanting them in the main provinces of the country so as to facilitate the access of students from all over Iraq; providing all students with free medical treatment, and those who live far away from a university with lodging and food, even sometimes with transport; offering scholarships and grants to those who study at their own expense.

(iv) (a) The National Development Plan for 1970-1974 provides for measures aiming at the insurance of equal standards in public schools of the same level; applying similar standards for the appointment of teachers; all public schools of the same level and type to follow the same curricula and use the same textbooks; ensuring regular school supervision.

(b) Iraq replies by indicating the measures contained in the National Development Plan for 1970-1974 in regard to private and foreign schools: the establishing of such educational institutions should be subject to ministerial approval and follow the regulations of the Ministry of Education and its general examinations, as otherwise the certificates granted by these schools would not be recognized officially; curricula and textbooks should be approved by the Ministry; teachers and headmasters of such schools could be appointed only subsequent to approval by the Ministry.

(v) So far, no correspondence education or public evening classes exist at the primary school level, but the steps are enumerated which should be taken in accordance with the National Development Plan for 1970-1974, linking literacy plans with those aiming at generalizing compulsory education: reorganizing the administrative structure in charge of literacy training, including the establishing of a supreme council representing all governmental and non-governmental services and organizations to draw up a plan to combat illiteracy; mobilizing all possible financial and manpower resources for the eradication of illiteracy; opening literacy classes all over the country; giving priority to functional literacy for workers and women by the preparation also of special curricula to this effect; provide for training of unskilled labourers in the Centre for Functional Literacy in Al-Thowrah, near Baghdad.

(vi) Iraq provides a list of measures which should be taken in accordance with the National Development Plan of 1970-1974 with a view to the training of primary school teachers and in-service training for these as well as for school administrators, and instructors in teacher-training institutions. These measures are: provision for two-year courses in institutions attached to the Ministry of Higher Education and Scientific Research for the training of primary teachers; establishing within the University of Baghdad a College of

Education offering a one-year course of post-graduate studies; producing guide books and similar publications for teachers; giving special attention to the training of teachers in vocational subjects; organizing refresher courses, workshops and services in training institutions covering a wide range of subjects such as health, arts and crafts, physical education, Arabic and English, new mathematics, sciences and others.

II.5 The replies from Iraq referring to the different questions under the heading II of the questionnaire consist of a listing of measures contained in the National Development Plan for 1970-1974.

III.6 Kurdish is used as a medium of instruction in all primary, intermediate and secondary schools in Kurdish-speaking areas. Teaching aids in the Kurdish language are made available to the schools which use it as a medium of instruction. In conformity with a decision taken on 9 October 1969 by the Revolutionary Command Council, the Kurdish language is being taught in the sixth year of secondary schools, in all universities, teacher-training institutions and in the military and police colleges.

III.7 (i) The Kurdish minority has its own schools, which are public schools. The principals and most of the teachers of these schools belong usually to the minority, members of which participate in the drawing up of the curricula, the running and supervising of these schools.

IV.8 Article 28 of the Constitution refers to the aims of education which should, inter alia, "raise and develop the general cultural standards, ... comply with the requirements of economic and social programmes, ... creating a free, progressive generation which ... will highly value its country, sympathize with its national minorities and their rights, struggle against capitalist philosophy, Zionism and colonialism with a view to realizing Arab unity, freedom and socialism".

IV.9 Iraq gives a positive answer to this question and further mentions that the new educational policy of the country will lead to the full development of all aspects of the human personality in the respect for human rights and fundamental freedoms. Measures envisaged to this effect are the following: (a) studies in schools should confirm that Arab Society forms an integral part of the world; (b) students should understand fully the idea of world peace and the fact that it could only be achieved through international understanding; (c) friendship associations should be established in schools in order to promote acquaintance and friendship between the students and their colleagues in other countries; (d) students should be made to respect their colleagues from national minorities by clarifying the rôle played by each minority in the development of the country; (e) students should be made to understand the interaction between the national, cultural heritage and the human thought through the inclusion of this topic in the school curricula.

IV.10 The primary school curriculum for studies in social and national education includes teaching about the equality of human beings and the need for international understanding, while teaching about human rights and racial discrimination are included in the secondary school programme. At the higher education level, the topic "Relation between races" is taught, at the University of Baghdad, in the Department of politics at the College of Law and Politics, and in the Sociology section of the College of Arts.

JAPAN

I.1 (a) Article 26 of the Constitution stipulates that "All people shall have the right to receive an equal education, corresponding to their ability as provided by law". There is no separate educational system for the pupils of the two sexes, but separate institutions exist for boys and girls which offer premises and equipment of equal standard, teachers equally qualified and opportunities to take the same or equivalent courses.

(b) No differences in treatment exist except on the basis of merit or need, and public schools should not perceive tuition fees. A fixed quota of expenditures for teachers' salaries and school equipment is subsidized by the State. School supplies and other expenses are to be borne by the parents, but financial assistance is provided by the State for needy pupils.

I.2 and 3. Point 2 is not applicable, while none of such obstacles as referred to under 3 exist.

II.4 (i) According to Article 26 of the Constitution, Article 4 of the Fundamental Law of Education and Article 6 of the School Education Law, general education of nine years (six of primary education and three of lower secondary education) is free and compulsory. In order to ensure compliance by all with the obligation to attend school, the State has to provide cities and villages with financial aid on the basis of the Law on Aids by the State for the Encouragement of Schoolchildren and Pupils Having Difficulties in Attending School, while the School Education Law provides for the distribution of such aid by cities and villages to those who need it. Under the provisions of the law concerning free provision of textbooks for use at schools of compulsory education, textbooks used by pupils of such schools, including private institutions, are provided free by the State.

(ii) Lower secondary education is free and compulsory. Eighty-two point one per cent of the graduates of lower secondary schools are now registered at upper secondary schools, and authorities are diversifying the contents of education responding to the widening variety

of student's ability, aptitudes and preferences for career. Evening and correspondence courses provide working youth with an opportunity of upper secondary education.

II.4 (iii) Higher education has been made accessible to as many students as possible by evening courses and university extensions in addition to normal day-time courses. Under the National Student Aid Fund Law, financial assistance can be provided to capable but needy students. Besides this aid, the Student Assistant Association and other organizations conduct scholarship programmes.

(iv) (a) Quality, standards, equipment, organization of classes are equivalent in all public education institutions of the same level, as set forth in laws or Ministry of Education ordinances. With a view to raise standards, the State grants several kinds of subsidies. Textbooks for use in public schools should be the ones authorized by the Ministry of Education.

(b) The education provided by the private institutions is subject to the same standards as those applied to national and public schools.

(v) Everybody in Japan receives elementary education (99.9% of all compulsory school-age children). Those placed under conditions beyond control including extreme infirmity are guaranteed the chance to receive advanced schooling upon recovery, with the condition that they pass a simplified examination for certificate.

(vi) Teacher training is done at teacher-training institutions and at universities. Equality of access to higher education provides the training for this profession without discrimination.

III.6 and 7. There are no national minorities in Japan and no such schools exist.

IV.8 The principle laid down in Section V (a) of the Recommendation is expressly stipulated in Articles 1 and 2 of the Fundamental Law of Education: "Education shall aim at the full development of the personality, striving for the rearing of the people, sound in mind and body, who shall love truth and justice, esteem individual value, respect labour and have a deep sense of responsibility, and be imbued with the independent spirit, as builders of the peaceful State and society". "In order to achieve the aim we shall contribute to the creation and development of culture by mutual esteem and co-operation ...".

IV.9 The courses of study, and the textbooks include instructions conducive to the achievement of the aims set forth in Section V (a) of the Recommendation.

IV.10 For elementary schools, courses on moral education and social studies include teaching on human rights, by introducing the pupils to the basic principles contained in the Constitution of Japan, as well as respect for fundamental human rights and tolerance. Social studies aim at guiding children to deepen their understanding of citizenship, as well as to be members of a democratic nation. In the course of study for lower secondary schools one of the objectives in the field of civic instruction is "... to have the pupils take proper cognizance of the significance of individual dignity and respect for human rights with responsibilities and duties ...". Teaching refers to the parliamentary system and the political parties of Japan as well as to international policy and peace. Courses further include reference to the Universal Declaration of Human Rights. At upper secondary level, human rights are dealt with in depth in moral education, social studies, ethics, politics and economics. Pupils should be taught in a spirit of respect for ethical values, human and public welfare and willingness to strive for the advancement of the nation and society. Instruction on human rights is offered in several courses on social sciences given at universities and colleges to students enrolled in teacher training.

KOREA, REPUBLIC OF

I.1 (a) Legislation does not provide for any form of discrimination with regard to admission of pupils to educational institutions, and transfer to any type or level of education is guaranteed by Article 128 of the Education Law. However, equal opportunities to accede to the different levels of education are not always available, in particular for pupils of low socio-economic status and those living in rural areas. The existing forms of financial assistance are not yet sufficient to remedy this situation. Furthermore, all qualified students may not always be able to enter higher education, since the regular four-year university or college courses are governed by a strict student quota system. Physically-handicapped students may also be denied access to higher education as no special educational facilities for them exist, in spite of provisions contained in Article 144 of the Education Law. Both separated and coeducational schools exist which do not lead to any form of discrimination on the basis of sex.

(b) In accordance with Article 9 of the Education Law, a system of scholarships or grants offered at national level or by various schools exists for which talented but needy students may apply. The Ministry of Education has established a five-year plan for the provision of funds - from 1972 onwards - to replace the contribution of parents to the Parent-Teacher Association fees to primary schools.

I.3 (i) and (ii) Mainly the lack of finance causes unequal opportunities for children of different economic background or localities, in spite

of legal provisions set forth in the Education Law which reads, inter alia, that "schools shall be distributed equitably in terms of size of the district and the type of school" by the State and local autonomous bodies, "in order to guarantee equal opportunity for education according to everyone's ability". However, the budget of the Ministry of Education for 1970 was drawn up with a view to implementing continuously the five-year plan of free compulsory education, to realize the elimination of the deficit of secondary education, as well as the equalization of schools. Although the funds available for education represented, in 1971, 18.9% of the total national budget, more funds are needed, and the comprehensive long-term educational plan therefore suggests provisions of more than 20%.

II.4 (i) In accordance with Article 27 of the Constitution, six years of primary education are free, and compulsory for children aged 6-12, but free compulsory education is not yet completely enforced. In order to achieve this goal by 1976, the Ministry of Education has established a five-year plan of supplying free textbooks for primary schools. This plan, in 1971, reached 20% of needy pupils out of the total primary school population, and foresees an annual increase of 10% of these pupils up to 1973, while between 1974 and 1976 there should be an increase of 20% each year, thus achieving by 1976 completely free primary education. The same five-year plan shall lead to the Ministry taking over the financial contributions so far made by parents towards teachers' research allowances and other expenses for the running of primary schools.

(ii) The competitive examination for transfer to lower secondary (middle) education was abolished in 1969 at the wishes of the pupils and corresponding legal provisions are generally enforced since 1971. The enrolment figures of pupils passing from primary to middle schools increased from 51.7% in 1966 to 62.6% in 1970. Although 70.1% of these pupils transferred, in 1970, to upper secondary education (high school), these figures represented in March 1971 only 32.7% of all pupils of high school age, thus showing that the generalization of secondary education is still not attained.

(iii) According to Article 111 of the Education Law, access of graduates from high schools to college and universities is subject to preliminary examinations except for the departments of art or physical education. The tradition to consider college or university education valid only for a limited number of élite students leads to the denial of access to such institutions by students of junior or technical or vocational colleges on the basis of strict enforcement of the student quota system. As long as the overall economic situation of the country continues to be rather unfavourable to the necessary expansion of higher education, it will be difficult to solve this problem. Legal provisions enforce private colleges or universities to grant more than 15% of newly-admitted students exemption from tuition and registration fees, generally on the basis of achievement records in the entrance examinations. In addition, government loans and national scholarships are made available in conformity

with Law No. 603 of 1961 and the Presidential Decree No. 4310 of 1969 to students of natural and technical sciences as well as those enrolled in the national marine academy and national teacher-training institutions. In addition, private scholarships are administered through the Ministry of Education, which has sponsored in 1971 the establishment of the Korean Scholarship Foundation. This Foundation intends to award by 1975 one year full scholarship grants to 1,308 carefully selected students against 262 students in 1971.

II.4 (iv) (a) The ensurance of equivalent standards of education in all public institutions is governed by appropriate legislation, as well as by the use of approved textbooks. Differences, nevertheless, exist between schools in the larger cities and those in remote rural areas.

(b) Private institutions exist for all educational levels and are - at university level - even twice more numerous than public institutions. Since the establishment and operation of private schools is subject to approval and control, educational standards are quite equivalent to those of public education, although differences in standards depending on localities also affect private schools.

(v) For persons who have not completed primary education there existed 69 civic schools in December 1970, with a total of 7,832 students, out of whom 4,466 were women. The reply quotes corresponding legal provisions which fix the period of civic school education to three years, specifying that the teaching should provide for general, civic and vocational education, literacy training in the national language for adults which is compulsory for those who are born in 1910 but do not understand the national language. Legislative provisions require the organization of evening classes, seasonal courses and other special measures for the education of persons in employment.

(vi) No discrimination exists in the training for the teaching profession, or in in-service training, the treatment of teachers and promotion. The relevant legal provisions are being well implemented.

III.6 and 7. Being a homogeneous race, there exist no national minorities in Korea.

IV.8 The aims of education specified for the different levels are clearly defined in various articles of the Education Law and reflected in the National Charter of Education promulgated in December 1969. These aims are consistent with those set forth in Section V (a) of the Recommendation. Inter alia, these aims are directed towards sound growth and maintenance of the body, the preparation of democratic citizens brought up in a patriotic spirit in order to promote national independence and world peace, the enhancement of national culture and the development of the culture of the world, love of freedom, a sense of responsibility, in order to participate in community life in a spirit also of international co-operation, and in mutual respect.

IV.9 The aims of education set forth in Section V (a) of the Recommendation are reflected in the curricula. The general objectives of the primary school curriculum (revised in September 1969) provide for teaching of pupils to understand the ideals of democracy, respect of the individual, the interdependence of individual happiness and social prosperity, while similar provisions apply to the middle school curriculum.

IV.10 Social studies offered in primary and secondary schools contain teaching on human rights, and these are referred to in the courses of history, ethics, philosophy at the higher education level. This teaching includes the respect of individual diversity and human rights and duties, as well as the process of social transition through democratic principles.

SYRIAN ARAB REPUBLIC

I.1 (a) The State does not practise any form of discrimination in education as defined under Section I of the Recommendation, and there are no legal provisions, regulations or practices designed to prevent a person or group from having access to the different forms or levels of education. With the exception of a small sector of private education (no more than 8%), all education is provided and supervised by the State. Girls have the same opportunity to study as boys, although only to a certain age in the case of girls who live in urban areas. In both private and public schools pupils are promoted from one part of the course to the next if they pass an examination at the end of the preceding part of the course.

(b) In accordance with a trend towards equality of opportunity and treatment, the State provides certain facilities, subsidies and assistance for needy but gifted pupils, to encourage them and enable them to continue their studies.

I.2 Although there are no legal provisions, or practices which constitute discrimination, the State's educational policy is designed to promote equality of opportunity and to eliminate the slightest trace of discrimination in education.

II.4 Article 34 of the Constitution provides for free and compulsory primary education. However, under the Third Five-Year Plan (1971-1975) six years' education will be compulsory for children between the ages of six and eight years in certain regions of the country. (This age limit does not apply in rural areas.) Several regulations to this effect were promulgated in 1970 and at the beginning of 1971: the establishment within the Ministry of Education of a standing commission to supervise the enforcement of the compulsory schooling regulations in the areas concerned; the opening of offices in these areas for the same purpose; the exemption of all pupils enrolled in the first class of compulsory primary schools from the payment of contributions to the

mutual assistance fund and associated activities, and the appointment of qualified teachers in the regions where compulsory schooling is enforced. School textbooks are distributed free of charge, and poor pupils are exempted from the payment of certain dues and are supplied with a school uniform.

II.4 (ii) Secondary education is accessible to all those who have successfully completed the primary course and are within the age limit. Both sections of the secondary course (preparatory and secondary) are free; each is of three years' duration, and the course is intended for pupils between the ages of 12 and 15 years. The Five-Year Plan (1971-1975) provides for 83% of the pupils, having successfully completed the examinations for the preparatory certificate in 1971, to be enrolled in general secondary schools, while the remainder will be enrolled in technical schools. However the plan provides for a gradual reduction in the number of admissions to general secondary schools and an increase in admissions to technical and vocational schools.

(iii) Higher education (4 to 7 years depending on the subject studied) is accessible to those who have obtained the baccalauréat and the marks required by the faculties in which the pupil wishes to enrol. Higher education is free, and needy students receive assistance, subsidies and grants enabling them to pursue their studies; there are various awards for outstanding students.

(iv) (a) All pupils receive standardized instruction, for schools are subject to Government inspection and the educational system, curricula and training of teaching staff are the same throughout the country.

(b) There are a few private schools. These schools, in which a limited number of classes may be conducted in a foreign language and which may provide religious instruction, are required to comply with official regulations regarding the salary scale, standardized curricula and quarterly examinations. Apparently these provisions apply only to the private schools of the Armenian minority, and classes are taught in their language so that the pupils can take part in religious ceremonies in the language of the church. Private schools are administered by their owners in collaboration with an official appointed by the Ministry of Education.

(v) Since the education of people who have had no primary instruction or have not completed it comes under the authority of the Ministry of Culture, National Guidance and Tourism, the Ministry of Education of the Syrian Arab Republic, which prepared the report, gives no information on this point.

(vi) Teachers are trained, in conformity with the standard regulations in official teacher-training colleges; the length of the course is from one to four years after the candidate obtains the school certificate or baccalauréat. Secondary school teachers are trained at the University. The Ministry of Education is taking steps to amend teacher training syllabuses which do not contain specific instruction on human rights.

II.5 The State accords priority to the enforcement of the compulsory schooling regulations and to the extension of secondary education by reducing enrolments in general secondary schools and increasing enrolments in technical and vocational schools.

III. Only pupils belonging to the Armenian minority may enrol in their own schools if they so desire. These are private schools subject to the official regulations which provide for instruction to be given in the Armenian language in a limited number of classes. The members of other national minorities are citizens who are completely integrated into society, who speak Arabic, have the rights that all citizens enjoy under the Constitution, including access to all forms and levels of education, and share the same obligations.

IV. The State establishes school statutes, aims and curricula by means of decrees promulgated by the Ministry of Education. The aims and teaching methods contribute to the realization of the aims set forth in Section V.1 (a) of the Recommendation. Ministerial Order No. 1285 of 17 September 1967 specifies the curricula for the three stages of education - primary, preparatory and secondary - and defines the general aims of education, the first, fourth, tenth and sixteenth of which are cited in the reply.

IV.10 The social studies syllabuses for the primary and preparatory courses and the literary sections of the secondary course contain teaching about human rights and the United Nations.

SAUDI ARABIA

I.1 There is no discrimination in education in the Kingdom of Saudi Arabia, as the Moslem religion prohibits all forms of discrimination. For the same reason, the Government has not signed the Protocol instituting a Conciliation and Good Offices Commission to be responsible for seeking the settlement of any disputes which may arise between States parties to the Convention against Discrimination in Education, but approves the establishment of the Commission which serves the welfare of mankind.

(a) Schools and universities are open to all - men as well as women - and preferences are based only on loyalty and good deeds for society in particular and humanity in general.

(b) Equality of opportunity and treatment exist as education is free at all levels, thus attracting all people, as everybody is aware of the value of education. Fellowships are granted to nationals from any Moslem country who wish to pursue their studies in Saudi Arabia.

SWITZERLAND

I. As in other Federal States, public education is the responsibility of the 25 cantons; municipalities and communes have a certain degree of autonomy in the matter.

(a) The conditions regarding the enrolment of pupils in schools vary from one canton to another. However, there are some trends towards the elimination or reduction of discrimination in this connexion: the abolition of extrance examinations, the introduction of aptitude tests or trial periods, the postponement of selection and the establishment of schools with a common core or with a direction-finding course. As the persistence of discriminatory situations appears to be due to educational systems and methods as much as to examinations, efforts are being made to reform the methods used.

(b) Some distinction is made in several cantons with regard to pupils who attend schools in another canton or abroad.

I.2 With a view to revising federal and cantonal laws regarding study grants, a commission was set up at the end of 1970 by the Confederation and the Conference of the Heads of Cantonal Departments of Education. This commission is to study problems connected with grants and to equalize the contributions made by cantons for this purpose in order to eliminate discrimination as far as possible.

I.3 The obstacles which continue to impede the complete elimination of certain forms of discrimination are traditional and economic in nature. The competent authorities of the Confederation plan to improve vocational and school guidance and to provide the poorer cantons with financial assistance.

II.4 (i) In pursuance of Article 27 of the Federal Constitution, primary education has been free and compulsory since 1874, and similar legislation has been in force in many cantons since 1803, 1830, etc.

(ii) Seventy to eighty per cent of the population between 15 and 20 years of age are enrolled in some type of general or technical secondary school.

(iii) University education is still confined to a limited number (approximately 6% of young people), vocational and technical training being well developed.

(iv) (a) Secondary education of the same standard and equivalent conditions as regards the quality of education are guaranteed by official regulations on the recognition of matriculation certificates and the Federal Law on vocational training. Inter-cantonal bodies, such as the Committee for the Inter-cantonal Co-ordination of Educational Systems and the Conférence universitaire suisse are responsible for

bringing into line and co-ordinating such matters at the primary and university levels.

(b) Only State-accredited private schools are subject to State inspection. Non-accredited private schools frequently apply foreign curricula. Several private Italian schools for the migrant workers' children mentioned under III.6 appear to belong to this category.

II.4 (v) Some migrant workers have not received a primary education or have not completed the primary course, but no solution has as yet been found to this problem.

(vi) There is a trend towards seeking new methods for the training of teachers. Owing to the shortage of teaching staff, the school authorities encourage any effort to improve this situation, and two commissions of experts are examining the problem.

II.5 A comprehensive plan is being prepared by the Confederation and the cantons.

III.6 In Switzerland there are four linguistic regions (German, French, Italian and Rhaeto-Romanic). The language of each region is used as the medium of instruction in that region.

III.7 There are no primary schools for the linguistic minorities living in these regions. The only exceptions appear to be a French school at Berne and several private Italian schools for migrant workers' children; they are more or less autonomous, and according to the information given in part II (iv) (b) of this report they are not authorized or inspected. Religious minorities sometimes operate their own schools.

IV.8 The aims of education are defined in the school laws, in the Federal Law on vocational training and in the Ordonnance sur la Reconnaissance des Certificats de Maturité /Order relating to the equivalence of Matriculation Certificates/. (ORM).

IV.9 The reply is in the affirmative.

IV.10 Teaching about human rights is given principally in civics lessons.

TURKEY

I.1 No rules, regulations, practices or conditions exist which constitute or could lead to any form of discrimination in education, since from the beginning of Turkish culture there was never any distinction, exclusion, limitation or preference based on race, colour, sex, language,

religion, political or other opinion, national or social origin, economic conditions or birth. In the light of relevant articles of the Constitution, no statutory provision, or administrative instructions had to be abrogated. No deliberate form of discrimination but economic conditions and social factors such as settlement and resettlement have a negative effect on the schooling at primary level, and therefore only 90% of the school population are enrolled at this stage.

I.1 (a) The Constitution and the various education acts ensure the freedom of parents to choose an education for their children in accordance with their abilities. Article 12 of the Constitution provides for education offered in special educational institutions to physically, mentally and socially handicapped children of compulsory school age. Pupils are free to transfer from any type of school or any level to another, the only criteria applied being those of the pupils' capacity and achievement, and the manpower need of the country in specific fields. It is planned to make horizontal and vertical transition possible at the upper secondary level. A resolution adopted in 1970 by the VIIIth Conference of the Supreme Council of National Education provides for school orientation to be started at the primary level up to the first year of upper secondary education. This provision, however, has not yet come into effect. By Article 5 of the Primary Education Act, privately educated children who could not attend a primary school because of lack of schools, health conditions or because they have been abroad, can be admitted to a class corresponding to their age subsequent to a qualifying examination. Article 46 of the same Education Act provides for children who were unable to complete their primary education within the range of compulsory school age, to be allowed to continue their education for another two years maximum. Education is generally coeducational, although there are separate lycées for boys and girls, especially in bigger cities. These schools operate in accordance with Section II (a) of the Recommendation, as to the equivalence of access, the qualifications of the teaching staff, the quality of school premises and equipment, as well as the opportunity for boys and girls to take equivalent or the same courses of study. Children from foreign nationals have access to private schools under certain conditions set forth in the Private Education Act: "The number of foreign nationals to be accepted in a private institution is fixed by the Ministry of Education so as not to allow it to exceed 20% of the number of Turkish students".

(b) The Basic Education Law does not allow any differences of treatment by the public authorities between nationals. Education in public schools is free of charge; scholarships or other forms of assistance are available to successful but needy pupils, and permits and facilities for the pursuit of studies abroad depend on merit only. Since according to the Constitution national education is a major responsibility of the State, public schools are operated and supported by the State which does not allow for any preference or restriction in the granting of assistance on the ground that pupils belong to a specific group.

II.4 (i) In accordance with Articles 2 and 4 of the Primary Education Act, primary education is compulsory and free in public schools. This level of education is provided to children of compulsory school age in day or boarding-schools, mobile schools with itinerant teachers, in supplementary and complementary courses or classes, as well as in schools or classes for children in need of special education. Supplementary and complementary primary education is offered to two categories of pupils: (1) to those who could not start their schooling at the same time as most pupils of their own age group and who therefore are given an opportunity to attend primary education during a shorter period of time; and (2) to children who had completed primary education but who have no facilities to acquire further general education and practical skills, necessary in working life. The aims set forth in the Primary Education Act and other relevant regulations, as well as the Five-Year Development Plan continue to be implemented by the establishment of appropriate institutions, in particular with regard to offering better opportunities for education to children living in rural areas. It is hoped to bring about 100% school attendance through the implementation of measures incorporated in the Five-Year Development Plan. As indicated under I.1 (a) above, children who are of compulsory school age but unable to complete their education are admitted to the grade suitable for their age group after passing a test, and they have then to attend school until the age of 14.

(ii) Every citizen who has the necessary qualifications can accede to secondary education to the extent to which institutions of this level are available. Article 21 of the Constitution provides for free education and training under the supervision and control of the State. It is hoped to continue efforts towards the reorganization and generalization of secondary education by implementing the resolutions adopted by the VIIIth Conference of the Supreme Council of National Education (1970). The "middle school" will then become the main body of secondary schools of which the first year will consist of an orientation class for vocational and technical education.

(iii) Access to higher education is possible for holders of a secondary school (lycée) diploma and through competitive examinations which should reveal the capacities of the candidates but which are also drawn up with a view to manpower needs of the country. Pupils with a secondary technical and vocational school certificate have to pass an additional qualifying examination. New criteria for transition to higher education have been established by the Supreme Council of Education in 1970. The provision of aid to students is based on their achievements as well as on their social and economic situation.

(iv) (a) In schools which are separated for boys and girls teachers have the same qualifications, while school buildings and teaching materials are of the same quality. Pupils in these schools follow the same or equivalent curricula.

(b) Private schools exist at pre-primary, primary and secondary level which aim at adding to the educational facilities provided by the public authorities, and therefore are steadily expanding. The legal status of such institutions is fixed in the Private Education Act No. 625, which indicates that education and training provided in private schools should reach the norms set for public schools. The curricula of private schools as well as textbooks and other educational materials have to be approved by the Ministry of Education, which also exercises control and supervision of these schools. Penalties for non-observance of standards are foreseen within the Private Education Act. Thirty-seven private higher education institutions have recently lost their legal status in accordance with a Decree of the Supreme Court, and were converted into public higher education institutions. Amongst the private schools there are institutions catering for religious minorities, although religious instruction is an optional subject for them, as well as in public schools of primary and secondary level. Parents are free to choose the school for their children.

II.4 (v) The General Directorate of Public Education provides for those adults who have not had or not completed primary education. They can be trained at people's classrooms (community halls) and are encouraged to take an external primary school leaving examination which is held once every three months. Complementary courses are operated in some secondary school subjects for unsuccessful pupils. Training in subjects such as foreign languages, art, folklore or sports, as well as for vocational purposes (like weaving, needlework, electrical engineering) are also open to adults. The General Directorate of Correspondence Education and Technical Publications which has been established, is in charge also of preparing children and adults who cannot attend a school for final examinations of different types and levels of education.

(vi) Teachers are chosen without discrimination of race or origin. Professional achievements, ability and equality are the criteria for any such choice.

II.5 A specific educational policy has been carried out since the proclamation of the Turkish Republic. At present, new and radical reforms are being made to provide everybody with equal opportunity in the field of education and with a view to meeting the manpower needs of a rapidly developing country. Measures that should be taken have been indicated in the Five-Year Development Plan as national education policy and these goals have been given priority.

III.6 and 7 The Armenian, Greek and Jewish minorities have their own private schools of pre-primary, primary and secondary level in accordance with the Pact of Lausanne. In these schools, the mother tongue of the minority is used for the teaching of any subject except the Turkish language and subjects concerning Turkish culture. However, children of Turkish citizens have access to these schools where attendance is optional for members of the minorities. In 1971, there were 50 such schools in Turkey.

They are subject to the rules for all private schools, while mutual agreements between Turkey and the countries concerned are also taken into consideration when the regulations are established. These schools have Turkish and foreign teachers and, apart from one foreign director, two assistant directors, one of whom is of Turkish nationality, all three of them have to be approved by the Ministry of Education.

IV.8 The principles set forth in Section V, para. 1 (a) of the Recommendation are embodied in the Constitution and have already been made the aims of education, which are incorporated in curricula and teaching programmes of various educational types and levels. Amongst other aims which should be achieved through education are the principles of "peace in the country and in the world, respect of rights and freedoms of others", and "individual liberty" as well as the "equality of every person before the law regardless of language, sex, race or religion".

IV.9 Turkey gives a positive reply.

IV.10 Human Rights Day, United Nations Day and Nato Day figure among important national and international days which are celebrated.

URUGUAY

I.1 All legal provisions and regulations are directed towards ensuring full equality before the law for all inhabitants of the Republic.

(a) No legislative provisions, practices, regulations or situations exist which permit or could lead to discrimination in education because of national origin with regard to the admission of pupils to any educational establishment. Kindergarten classes attached to regular schools enrol pupils of five years of age. Girls have the same access to all levels of education. Although there exist separated schools for the two sexes, there is a long-standing tradition of coeducation in public primary and secondary education which is gradually spreading to private institutions.

(b) No differences in treatment exist, except for scholarships which, in determined cases, are awarded to students for the pursuit of their studies. Family allowances are paid to employees, workers and farmers for each child up to the age of 14 and up to the age of 16 if the child is pursuing secondary or vocational studies in public or other approved schools. Physically-handicapped children are entitled to allowances up to 18 years.

I.3 Pending the implementation of a coherent educational policy, the standard of the teaching staff and sustained support of parents and friends of the school helped to overcome difficulties, although the available resources have not been sufficient to deal thoroughly with requirements as regards school premises and aid.

I.3 (i)-(iii) The de jure situation being almost irreproachable, the de facto reality does not always correspond to this image. The limitations derive from the country's state of economic underdevelopment, with problems similar in some respects to those of Latin America and the rest of the so-called Third World.

II.4 (i) Education is free and compulsory for children between 6 and 14, including the mentally retarded and physically handicapped, although for these last age limits are fixed for each case or they may even be exempted from compulsory school requirements. Others who might be exempted are those living more than two-and-a-half miles away from a school without transportation; those not permanently resident in Uruguay, or enrolled in a mobile school or other not operating regularly. Those who fail to comply with compulsory school attendance are punishable. Promotion of "suitable" pupils from one primary class to the other is based on periodical and year-end examinations. At completion of primary education each child is entitled to receive a certificate.

(ii) All 6th year pupils having satisfactorily completed the primary course with an attendance record of 80%, go directly on to secondary education. Those who do not reach this standard have an option of an examination. Secondary education is also free and compulsory, but due to the present economic situation of the country, this provision has not been fully implemented. For the same reason, the distribution of textbooks had to be curtailed, but pupils continue to benefit from cheaper urban and interdepartmental transport. Promotion from one class to another is possible without examination for those who complete the course satisfactorily, with a minimum of absences, and through an examination for the others. Wide extension of the educational system has ensured attendance at school of virtually all children within compulsory age and two-thirds of children of 14 are enrolled in schools. But economic problems are responsible for early drop-outs already at primary level and thereafter at secondary school. The situation is also serious in technical schools where out of 100 students in 1963, 38 dropped out, only 29 were promoted, while 17 had to take additional examinations.

(iii) Access to higher education is possible after completing secondary school, without examination. Since higher education is free, it is theoretically open to everyone, although it should be open only to those with aptitudes required for the different subject fields and in the light of economic need. Promotion within higher education is done essentially by examinations. Sometimes as many as 30% of each intake of students give up in their first year. Almost 50% of students have regular or casual employment, but the Constitution foresees the creation of scholarships.

(iv) (a) The teaching offered in all educational institutions is of the same quality.

(b) Private secondary schools exist. The validity of the courses they offer is recognized only if these institutions have been approved by the public education authorities. To this effect, the schools must comply strictly with the curricula, didactic procedures, etc., which govern public education.

II.4 (v) Illiteracy which was the great problem at the beginning of the century is on the way of being overcome, and the percentage of the illiterate population over 15 years of age is, with 9.7%, the lowest in Latin America; while 25.8% of the population over 65 are illiterates, those aged 15-19 have a percentage dropping to 2.35%. The National Council for Primary and Teacher Education provides some 90 courses for adults throughout the country to 12,000 pupils.

(vi) The training of teachers is arranged through official institutions exclusively. Normal schools and higher teacher-training institutes deal with the training and in-service training of primary teachers, while those for middle and secondary schools attend courses at the corresponding training institutions. Teaching practice during training is carried out in the public primary schools which take in children of all sections of the population. During the final year of their studies, trainees have to serve attachments in schools generally located in the poorer areas. The training programmes contain required reading of a variety of authors such as Pestalozzi, Comenius, Montaigne, Dewey, Luther, Maritain and of Unesco documents, indicating the humanistic outlook of this training.

II.5 The formulation of a national education policy is a matter of constant concern, and a Co-ordinating Committee at the level of the Ministry of Education and Culture is at work, comprising representatives for primary, secondary and university education. The educational system is moving towards the integration also of pre-school education. Pre-primary educational institutions have been established in all cities and are open to all children between three and five. Great efforts need to be made towards training of teachers for various categories of handicapped children in need of special education.

III.6 There are no national minorities in the Republic of Uruguay.

III.7 Private schools such as the Colegio Alemán, the Lycée Français and the British School exist which, in addition to the official curricula, offer supplementary language lessons and in some cases religious instruction.

IV.8 and 9 The aims of education are in line with those contained in the Recommendation. In all educational institutions, special attention shall be paid to the formation of the moral and civic character of students. In the last curricula reform approved by the National Council of Secondary Education, the following objectives have been established, inter alia, for this level of education: to promote to the fullest the personality of the adolescent both physically and spiritually; integrate

training with preparation for community life, consciousness of nationality in terms of national independence and good international relations; offer opportunities to continue training by means of adequate co-ordination of secondary education with other branches of public education; provide complete knowledge of the historical, social and political life of the country and its interrelation with other peoples.

IV.10 The free primary schools which are open to all can fulfil an egalitarian function by receiving children of all classes and needs, reduce religious animosity and social prejudices and inspire each child with love for the homeland and respect for the differences of others. Each child should be prepared for life as a citizen rather than being affiliated to a given confession.

Specific study programmes contain topics related to human rights. The Study Plan of 1941 refers to these topics in the teaching at the first cycle of subjects such as civic-democratic education, introduction to the law, and common law (second cycle, according to orientation), and history in both cycles. The Study Plan of 1963 foresees references to human rights in courses of moral, social and democratic education, civic education, sociology and history.

UNITED STATES OF AMERICA

I.1 (a) No legal provisions exist in the United States of America which constitute or could lead to discrimination in the field of education. However, de facto segregation resulting in discrimination is widely practised, and in 1971 remains in many parts of the country. Extensive resistance to the desegregation of the public schools resulted in an increase of private schools ("Segregation Academies") which exclude racial minorities. Under the Synder Act of 1921, Public Law 67-86, education for Indians was guaranteed by the operation of schools on and off reservations, financial support to public schools which now educate two-thirds of all Indian children, and higher education grants for Indians. In this programme, de facto segregation continues to exist in the federal financed schools located on Indian reservations or in Indian and Eskimo villages, as geographical reasons prohibit the transportation of the children to ordinary public schools. Indian children between the ages of 5 and 18 attending public, federal, private and mission schools in 1970 numbered 185,587. Approximately 68.4% of them attended public schools; 25.8% federal schools; 5.8% private or mission schools.

(b) There is de facto economic discrimination in private institutions with high tuition. Although opponents of desegregation attempt to delay implementation of the law, any difference in treatment among races by public authorities with regard to school fees, student assistance and grants for the pursuit of studies abroad is illegal. If brought

to the attention of the United States Courts, such abrogations of the law may be corrected.

I.2 (a) and (b) The Civil Rights Act of 1964, enacted on 2 July 1964 (P.L. 88.352) continues to be of prime importance. Title IV (sec. 402-406) provides for technical assistance, adoption and implementation of plans for the desegregation of public schools, special training institutes designed to improve the ability of elementary and secondary school personnel to deal with problems occasioned by desegregation, and grants towards employment by local school boards of specialists to advise on problems incident to desegregation, legal proceedings that will further the achievement of desegregation, or provide relief on valid complaints that individuals are being deprived by a school board of equal protection by the laws. Title IV (sec. 601) states that no person shall, on the ground of race, colour or national origin, be subject to discrimination under any programme or activity receiving federal financial assistance. With a view to providing immediate implementation, the United States Supreme Court has, since its enactment in 1964, clarified the intent of the law (Civil Rights Act), determined the extent of its application, and issued further interpretations in 1968, 1969, 1971, ordering complete desegregation for various schools (in Virginia, Alabama, Mississipi, North Carolina). After the autumn of 1968, two contradictory trends were identified: while students continued to leave urban schools for suburban schools, and federal courts sharply increased their compliance standards and brought about more desegregation. Because of the October 1969 "desegregation now" decision of the Supreme Court, compliance spread, although unevenly.

I.3 (i)-(iii) Citizens have turned to non-public education as a means of avoiding desegregation. Information on these private schools is difficult to obtain due to obfuscations on the part of those most involved. However, on 19 April 1971 it was estimated that nearly 6% of the areas' school-age population in the eleven southern States are now attending non-public elementary and secondary schools. Of the 700,000 private school students in these States, between 450,000 and 500,000 are believed to be attending segregated schools. Public school officials are worried about the drift to private education. However, the future of the "Segregation Academies" may not be exceptionally bright, as most of these institutions do not qualify for property tax exemptions and are ineligible for State and federal assistance. In the eleven southern States, except Florida which maintained the black-to-white ratio at 24% in the period from 1968 to 1970, the result of the transition from a dual to a unitary school system has been a tendency either to dismiss or to refuse re-employment of black school personnel, while the number of white teachers increased, particularly in the State of Mississipi. Federal funds and the Emergency School Assistance Act were made available to the schools which were voluntarily desegregating or which were under court order to desegregate.

II.4 (i) Public elementary education is free, though in some localities children may be required to buy their own books and/or supplies. As South Carolina has passed a compulsory attendance law since the first periodic report on the implementation of the Recommendation in 1965, primary education is compulsory in all States, but Mississipi. In most States, compulsory schooling starts at 6 or 7 years and ends at 16 or 17. Only in Maine are high-school graduates and mentally sub-normal children exempted from compulsory attendance.

(ii) Public secondary education is free. Recent years have seen an increasing demand for technical and vocational training which now represent a major part of the educational system. The federal government has therefore, with a view to providing adequate training for those who take part in the work force of the country, adopted the Vocational Education Act of 1963 and its amendments of 1968 which included the expansion of vocational education services to meet the needs of the disadvantaged. Universities have been increasingly involved in vocational curriculum research and school personnel training, and links established between vocational education and vocational rehabilitation.

(iii) The Federal Government offers financial support and non-financial aids with a view to enable every qualified student access to higher education if he so wishes. To ensure that a maximum number of students were being effectively served, a Division of Student Special Services was set up in the Office of Education's Bureau of Higher Education, in the fiscal year 1970, thus leading further to the realization of the elimination of a "means test" for higher education. During the 1969-1970 academic year, National Defense Education Act loans were given to about 6% of total college enrolment with an average annual loan passing the 600 dollar mark, while more than 900,000 students, half of them from families with an annual income between $9,000 and $15,000 were aided in the fiscal year 1970 by the Guaranteed Student Loan Program. Through these loans, students borrow from banks or other commercial lenders, while the Government guarantees the lender against loss and may pay up to 7% of the interest. Educational Opportunity Grants (about $500 each) were given during the fiscal year 1970 to nearly 290,000 students amongst qualified high school graduates of exceptional financial needs. During the same year work-study employment, which may be related to career objectives, helped about 375,000 students, with federal money paying 80% of their salary. Under the Talent Search programme, some 140,000 promising youth from disadvantaged backgrounds were searched out and motivated to continue their studies, which, it is hoped, will be kept up by 25% of them. Upward Bound, transferred to the Office of Education in 1961, has assisted in 1969, 23,000 high school students in preparing them for college work and life. Under a Special Services programme, counselling, tutorial, career guidance and other support were provided for about 30,000 geographically, economically or otherwise disadvantaged or physically-handicapped students in the fiscal year 1970.

II.4 (iv) (a) Rather than ensure that standards and quality of education are equivalent in all public educational institutions, certain unofficial standards are recognized and maintained as minimums. Although accreditation of schools is done by State Departments of Education and regional accrediting associations, standards and types of accreditation of public schools are similar, with variations from State to State.

(b) Private schools often are accredited by the same agency which accredits public schools. In five States (California, Iowa, Michigan, Minnesota, Missouri) this is done by the State University. The functioning of unaccredited private schools is possible but their ability to attract enough students to pay operating expenses is limited.

(v) The United States of America refer to their reply on this point in April 1969 in response to a Unesco questionnaire on literacy work and basic education for the period 1967-1969. According to this information, an extensive Adult Basic Education Programme, available to people aged 16 and over, is administered by the United States Office of Education. This programme is governed by the Adult Education Act of 1966 and the Vocational Education Amendments of 1968. It was intended in 1968 that this programme, so far mainly directed towards the functionally illiterate, was to be adapted with a view to proving immediately relevant to a population constantly more aware of unequal opportunities and conflicting values. Participants in the Programme represent the native white, the negro, the American Indian, those of oriental origin and Spanish-speaking groups. A long-range plan for needed measures, if the necessary funds were available, foresaw in 1968, inter alia, the improving of the quality of adult education teachers and para-professional personnel, the extension of adult education to the equivalent of high school education, research for and evaluation of projects, and further legislative provisions with a view to moving adult education from mainly literacy programmes towards activities to the improvement of the lives of the individual and the community.

(vi) Teachers are trained in universities and colleges which must comply with the Civil Rights Act of 1964. A problem exists, however, in finding sufficient minority students interested in a teaching career. The majority of black graduates are from segregated colleges, mostly in the Southeast. In order to expand the opportunities for minority students, the Government has established aid programmes which range from financial support and tutorial services to part-time jobs. Special emphasis is being placed on acquiring educators who are familiar with minorities and minority affairs.

II.5 De jure realization of the objectives spelled out in Section IV of the Recommendation is theoretically accomplished. De facto implementation is an object of national concern in the field of which the Federal Government is expanding decisively.

III.6 English is the language of instruction in public schools. Its use is greatly encouraged in private schools in order to facilitate assimilation, as children less familiar with English are at a disadvantage when in a competitive situation with those to whom English is a mother tongue. In Puerto Rico, instruction in the public schools is Spanish, with English as a second language. In 1970, all minority students of which Negroes compose 71.4%, represented 21% of the total school population. Furthermore, and during the same year, only 12.5% of all students in public schools, white and minority, were isolated in all-white or all-minority schools, compared to 19% in 1968.

III.7 (i) and (ii) Minorities may maintain private schools, which often exist in addition to public schools. The pupils of these schools are given training in language, culture and tradition, peculiar to their origin; thus Hebrew for Jews and Chinese for the Chinese community. There are also Spanish-American and Indian schools, and there are 50,000 Indian pupils in schools operated by the U.S. Bureau of Indian Affairs.

IV.8 The American Association of Schools Administrators (an independent professional body not affiliated to the United States Government) has fixed upon nine imperatives for the future of American education, which, inter alia, provide for the efforts to keep democracy functioning and for work with other peoples of the world for human betterment. The aims of the Office of Education have been reaffirmed as being directed towards the supporting of teachers and administrators especially in regard to the disadvantaged, rather than the exceptional, the handicapped, career education, innovation, desegregation.

IV.9 The educational system and curricula objectives are consistent with the principles set forth in Section V (a) of the Recommendation. The Government continually seeks their realization by further implementing and expanding the application of the present policy.

IV.10 The teaching of human rights is increasingly taught with a more universal application, by introducing also teaching about minority rights and how they are too often usurped. There is much more to be learned, but education has at least made a start.

ZAMBIA(1)

I.1 (a) No legal provisions exist which could constitute or lead to discrimination in education. In fact, such provisions exist against discrimination, namely the Education Act No. 28 of 1966 and the

(1) Since Zambia had not transmitted a first periodic report, the Government had been requested to reply also to the first questionnaire. The answer, however, only deals with the second questionnaire.

Technical Education and Vocational Training Act, 1970. Both provide for no pupil or person being refused admission to any school, school hostel or institution on the grounds of his race, religion, creed, tribe, place of origin, political opinions or colour.

(b) The Education Act No. 28 of 1966 empowers the Minister to make grants or loans "to any person or the parent of any person by way of a bursary or scholarship for the furtherance of the education of that person".

I.2 and 3. Not applicable.

II.4 (i) Although 694,469 children were attending primary schools in 1970 (almost double of the enrolment figures in 1963 just on the eve of independence), while 871 new classes have been established since 1969, it is still not possible to make primary education compulsory by law. The only legal provision existing now and catering for the present educational system is the Education Act No. 28. The Minister may, however, make regulations requiring "(i) the compulsory enrolment of prescribed classes of persons as pupils in schools, and (ii) the compulsory attendance at schools of pupils enrolled therein".

(ii) The Government plans to put up more secondary schools and to extend the existing institutions of this level.

(iii) The Government pays all prescribed costs of the student's material requirements for the whole period of his attending an institution of higher education, regardless whether this is situated inside or outside the country.

(iv) The Government has set up a Curriculum Centre which through the Minister caters for all educational institutions, including those for teacher training. The Minister of Education ensures that standards of education are equivalent.

(v) Evening class centres and literacy campaigns are being organized, and full-time, part-time and voluntary citizens participate in the exercise after some training in literacy work.

II.5 Measures have been incorporated in the National Plan which has already been adopted.

II. ANSWERS RECEIVED AFTER 15 JANUARY 1972

A. STATES PARTY TO THE CONVENTION

CENTRAL AFRICAN REPUBLIC

I. The ratification of the Convention makes it binding in law, and there is no conflict between it and any previous law. Laws whose purpose or effect is to apply the clauses of the Convention include Law No. 60/97 of 20 June 1960 on the establishment and organization of the Education Service, Law No. 62/316 of 28 April 1962 on the unification of education in the Central African Republic, Law No. 62/360 of 14 December 1962, which lays down the general principles underlying the organization of education, and the Decree as to its application, No. 63/07 of 15 February 1963.

(a) It appears from the reply that schools are coeducational, so that boys and girls follow the same curricula. Resident foreign nationals have access to education on the same basis as nationals, provided that their country of origin accords the same facilities to Central African nationals, in accordance with arrangements for cultural co-operation.

(b) Reference is made in the reply from the Central African Republic to the fact that education is free; Decree No. 71/094 of 7 September 1971 stipulates that parents of foreign nationality must pay public school fees.

II.4 (iv) (a) In pursuance of Law No. 62/316 of 28 April 1962, a single system of State education has been instituted. Article 4 of this law states that "the curriculum of educational institutions shall be established by the Government in conformity with the national economic and social development plan". Parents are free to provide religious education for their children out of school time (one day a week). The possibility that a person or a group will be forced to receive religious instruction not compatible with their convictions is precluded by the laws of 16 February 1959, 20 June 1960 and 16 May 1962 concerning the establishment and organization of the education system.

(b) There is only one private school which has been authorized to pursue its activities since the adoption of the law on the unification of education. This school is open to all children without any discrimination on grounds of sex, race or religion; it is subject to the same regulations as those which govern State schools, and the education which it provides conforms to the official curriculum. In the event of these regulations not being respected, the State has the power to close this private school.

(vi) There is no difference between the salaries of men and women or between teachers in urban and rural areas. Salaries are laid down in accordance with the provisions established by the Statute of Central African civil servants and are determined by ability, diploma and grade.

III. There are no national minorities in the Central African Republic.

IV. The purpose of education is to train pupils as individuals, citizens and workers, provide them with the means of attaining full intellectual, physical and moral development and help them to become integrated with their environment and to understand other people; the aims of education, therefore, scrupulously respect the spirit of the Convention.

DAHOMEY

I.1 Since there is no racial or religious discrimination, and education is open to all children regardless of their nationality, Dahomey considers that this statement is sufficient by way of a report.

FINLAND(1)

I.1 Finland became a party to the Convention against Discrimination in Education on 1 October 1971, as previously paragraph 35 of the Self-Government Act of the Åland Islands had been considered as an obstacle to ratification. Scrutiny of this Act which seemed to provide for a slight theoretical possibility for discrimination, although without practical significance for the Swedish-speaking population of this area, and checking on the educational trends and practices in this area, resulted in a reinterpretation of the Act which then proved to be positive for ratifying the Convention. This was expressed in a statement presented by the Åland Islands Delegation on 20 January 1971 to the Finnish Ministry of Foreign Affairs. As Finland has also ratified the Convention against Racial Discrimination, the prevailing legal provisions and regulations can hardly be interpreted to be discriminatory in the meaning of Articles 1 and 2 (a) of the Convention, as far as the Finnish or Swedish-speaking population is concerned. Although no regulations exist which prevent gypsies to receive an education similar to that of the main population, the prevailing legislation is not as explicit about the educational rights of Lapps and gypsies as it is about the Finnish and Swedish-speaking citizens.

(a) As stated by a recent investigation, Finland is regarded as the only OECD country where equal educational opportunities exist for both sexes up to the university level. (OECD: Development of Higher Education, 1950-1967, Paris 1970.) With few exceptions, all primary and secondary schools are mixed. As regards children of gypsies and

(1) As Finland ratified the Convention subsequent to the distribution to Member States of the second questionnaire, the reply refers to the implementation of the Recommendation.

Lapps, despite various activities concerning their education, they have to face educational problems - often linked to expectations or attitudes, or depending also on geographical reasons - which result in unequal opportunities as compared with other children in the country.

(b) As far as school fees, scholarships or facilities for the pursuit of studies abroad are concerned, no special privilege or preference is given to any national in the meaning of the Recommendation. Foreign students can also receive study grants if they have lived in the country at least two years.

I.2 Lapp children and those gypsy children who are not fluent in either of the two official languages (Finnish and Swedish) might be regarded as being in a borderline position, though it is a question of interpretation to decide whether they are subject to discrimination or in a position of unequal opportunity in education. Within the framework of foreseen educational reforms which might have implications on the position of linguistic groups (Finnish and Swedish), the Committee on Linguistic Security has proposed in 1971 several measures to be taken in order to guarantee equal opportunity in education and to prevent discrimination. Such measures should include, inter alia, provision of opportunities to receive secondary education in a mother tongue of a linguistic minority; ensurance of similar standards in schools independent of the size of the educational institution; granting of government aid to schools for minorities in unilingual municipalities; provision of government support towards establishment of a Swedish teacher-training institute. The Committee on Gypsy Education and the one on the Development of Lapp Education suggested also in 1971 measures aiming at guaranteeing these children educational standards equalling that of the majority of the population. According to the Committee on the Development of Lapp Education, the Comprehensive School Act (43/70) needs to be revised, but implementation of the educational programmes for these population groups calls for Nordic co-operation.

I.3 Financial constraints and cognitive factors influence the speed of implementing any reform project. Flexibility of mind and tolerance are needed to arrange the various educational opportunities in a way which does not allow for acculturation or alienation. An obstacle hindering gypsies from receiving appropriate education lies in their living conditions, which frequently lead to illness, and little stimulation for the pursuit of studies. Furthermore, the lack of opportunities for receiving vocational education often does not allow for the earning of a living and thus improving the situation. About 75% of the gypsy families depend entirely on social welfare services or financial assistance from municipalities. The State budget of 1970 made specific provisions for the improving of the living conditions of this group of the population.

II.4 (i) Education is compulsory since 1922, and school attendance has always been relatively high. In 1969, there were only 113 children

who failed to comply with the provision of compulsory education. The possibility to extend compulsory education to cover 12 years has been envisaged but no measures have yet been taken. Education in primary and civic schools (6 plus 2 years plus an optional third year) is free for all. These schools constitute the basis for vocational education, but do not give the formal competence for more academical secondary studies.

(ii) Attending four years of primary education and completing a lower secondary school has been the prerequisite for further secondary studies. Access to lower secondary education is based on entrance tests which have been socially selective in effect. Passage to upper and higher secondary education depends on previous achievements. Secondary schools charge tuition fees and textbooks are generally paid for by pupils. A limited number of grants are available. As the parallel school system of primary and civic schools on the one hand, and the secondary schools on the other hand, has been experienced not to allow for full equality of educational opportunity, it will be substituted by the comprehensive school (Law of 1968), which will be free for all and allow financial assistance to children who need it. The new system, which is to start in 1972 in the northern parts of the country, is supposed to be generally applied by 1983. A pre-school can be attached to a comprehensive school, and this is under experimentation. At present, about 74% of pupils of lower secondary education continue at the upper or higher level. Access to vocational education depends at present on the subject of studies chosen, as in some fields all applicants are received while in others only a few. The reorganization of the entire secondary level, linking comprehensive and vocational education, is being prepared by a Government Committee, whose report will be presented by the end of 1972. Summer secondaries (senior high) have recently become popular. In 19 such institutions, in 1971, some 40 different courses were offered which can be attended by anybody independent of the educational background.

People above the age of 16 can receive secondary education through correspondence courses or by attending evening classes or special evening schools. During 1969-1970, their number increased considerably, and 66% of their enrolments were women. These schools are run by the State or, if not, they receive aid from public funds. Furthermore, correspondence courses were offered in 1970 by 15 institutes, which do not get financial support from the Government. It has been suggested recently that pupils enrolled in these courses ought to receive financial aid from public funds. The establishment of a State-run correspondence institute preparing for public examinations has also been proposed in 1971.

Secondary studies can finally be pursued in institutes of free cultural work, in folk high schools, civic and workers' institutes and study circles.

As of 1 July 1970, the provisions of the Study Subvention Act foresee financial assistance for all students of at least 15 years who are enrolled within the country or abroad in vocational courses and institutes with an eight-month programme or longer.

II.4 (iii) Admission into most post-secondary institutes is based on secondary school certificates, result of the matriculation examinations and entrance tests. With a view to reconsider this selection method, a committee was appointed by the Ministry of Education in 1970 and proposed to abolish the matriculation examination, which can be obtained only after completed senior secondary education - excluding from access to higher education those who pursued secondary vocational studies. As of spring 1972, the system was already to be made more flexible and allow for possibilities for vocational students to take the examination. The replacement of the matriculation examination, by standardized tests might come into effect before 1974.

The subvention policy of the Government aims at increasing the possibilities for full-time students. Students may receive full and half scholarships and loans within the framework of the Act on Government bonds and interests from study loans (1970), which has unified the previous regulations. In the autumn of 1971, 60% of the students enrolled in institutions of higher education applied for loans, while the corresponding percentage for the vocational students was 45. The loans are available practically for all, as only 1-2% of the applications have been rejected. In addition, there are funds for study supplies and support for non-residents. Research scholarships are also available.

There is a Students' Health Service Foundation, of which each student is a member. Half of its expenses are paid by the State and the rest by the students' fees. As there is a need for new lodgings, in particular for married students, housing construction for students has, since 1969, been part of the general housing programme.

II.4 (iv) (a) All primary and secondary schools, whether public or private, as well as the corresponding teacher-training colleges, are subject to control and supervision by the National Board of Schools, which also approves the directives and the curricula of the various schools. The National Board for Vocational Education stands for a similar control with the vocational training institutions. The comprehensive school is the same for both sexes, and open for boys and girls. The education for Lapps and gypsies suffers from a constant lack of proper textbooks in these languages.

(b) The private schools are subject to the control of the National Board of Schools and the respective County Boards, or to the National Board of Vocational Education. A majority of them receive considerable State support. Special legislation applies to the Steiner school, the English and the German schools and some sections of the Russian school. The pupils of the German school can participate in both the German and

Finnish matriculation examinations, and therefore these activities are controlled by the respective organs.

(v) School attendance is almost 100%. There is however a group in need of primary education: the gypsies (of whom 26% of the heads of families were considered to be illiterates in 1969, while 20% of them had not completed primary education, and 11% did not master writing). Government and private organizations have started a campaign against illiteracy among gypsy adults and a Centre for Promoting Gypsy Culture was established in 1971. Members of this group may also attend the institutes of free cultural work.

(vi) The majority of teachers are women, but discrimination in training for this profession is not likely to occur. The teacher-training system is presently undergoing a reform, as until recently only senior high school graduates have been accepted to be trained as teachers in comprehensive schools. The traditional training institutes (seminars) will be closed, and in the years to come the universities and their teacher-training departments will be the centres for both primary and general secondary level teacher training. Complementary teacher education is at a planning stage, as well as the retraining of primary school teachers for teaching in the comprehensive school classes. There is a lack of teachers who master the gypsy language. Measures to ensure proper training of teachers for Lapp children have been suggested recently by the Committee on the Development of Lapp Education.

II.5 The implementation of the school reform is an attempt to materialize the educational objectives, particularly through the following measures: enlarged pre-school education; free compulsory education including financial support for the socially handicapped; individualized and child-centred education; increased club activities; increased co-operation between school and home; improved guidance, including vocational guidance, and effective use of psychological services; integrating the education of the handicapped with the new school structures; special attention to the requirements of the Lapps and gypsies for improving their educational opportunities. A national policy for adult education with a view to increase the activities of the institutes of free cultural work is being developed. Plans for an open university are under discussion, while some sections of the University of Tampere have already been made accessible for students other than secondary school graduates, and similar experiments are under way in some universities of the Swedish-speaking districts. Activities of summer universities have increased during the last years and they are open to everybody. The law on School Councils (1971) for secondary schools, as well as recent administrative reforms in higher education, intend to promote equality and fair treatment in educational affairs.

III.6 and 7 The law on Compulsory Education (1921) emphasizes the right of every child to receive education in its own mother tongue. The Swedish-speaking population (7.4% of the total population in 1960) represents

a statistical though not a national minority. They enjoy, in accordance with the Government Act, similar cultural and educational opportunities as the Finnish-speaking majority, and their children receive compulsory education in the Swedish mother tongue. A great majority of gypsy children speak Finnish as their mother tongue, and there is hardly any linguistic obstacle preventing them from receiving compulsory education, although a small group of them would benefit more from primary education if this were offered to them in Romanese. To overcome the lack of printed material, elementary textbooks in this language are under preparation. Furthermore, there is a lack of teachers familiar with the gypsy language, and the competent authorities are conscious of the threat of acculturation if gypsy traditions are not being reinforced by education. The Primary Education Act (321/58) provides explicitly for Lapps' education, which should be arranged in their mother tongue in primary, auxiliary or civic schools according to need and possibilities, such as sufficient teachers familiar with the Lapp language and textbooks. The question of the most suitable orthograph for a language with at least three dialects constituting almost three different languages has to be studied in order to overcome the lack of appropriate textbooks. Although Finnish is the main language of instruction in Lapland, some schools offer elementary education in Lapp which in the majority of other schools in this region is used as an aid during instruction, thus making more intensive teaching in this language necessary. Lappist and Lapp culture can be included in the curriculum as an optional subject. As 30% of the Lapp school population live beyond the road net, 27% more than 40 kilometres away from school, 59% of Lapp children live in boarding-homes during the school week, while the others need motor sleighs or rowing boats for transportation. A relatively small number of Lapps are enrolled in secondary and third level institutions: 10-11% of the total of secondary and vocational schools; 10 students at higher education institutions, 3 of which, as well as the Summer University of Lapland, offer possibilities for studies in the Lapp language. The other linguistic minorities are small. There are a Jewish, a French, an English, a German and a Russian school. The French, Russian and Jewish schools are subject to the regulations governing private schools, while special legislation applies to the German and to the English school. This does not imply that these schools do not fulfil the requirements set forth in Section V.1 (c) of the Recommendation. Although children attending these schools sometimes have Finnish or Swedish as their mother tongue, they are given instruction in the minority language either at the primary level only or included in secondary education. The German school leads to the German matriculation examination, but also offers the possibility to prepare, on an optional basis, for the Finnish matriculation examination. With the exception of the German school which is exclusively supported by a Foundation and the Federal Republic of Germany, the schools receive financial subsidies from the City of Helsinki and the Finnish Government in addition to contributions paid by the respective governments. The results of the matriculation examinations are used to measure the educational standards achieved by these schools.

IV.8 According to the Comprehensive School Act (467/68), education provided in schools should not be in conflict with the principles set forth in

Article 26 of the Declaration of Human Rights. The principles of Finnish compulsory education, the objectives of the post-compulsory level and the aims of the third level have recently been defined by the Comprehensive School Act (1968) and by the texts adopted by the Senior Secondary School Committee (1970) and the University Administration Committee and Council for Higher Education (1969). The Report of the Institute of Educational Research of 1971 contains a detailed analysis of the aims of the Finnish University education.

Since the comprehensive school can include pre-school classes, the goals of this education are being elaborated by a Pre-School Committee appointed by the Government in 1970, which has set forth the aims for developing and providing the young child with the necessary skills and abilities for verbal communication, social and emotional development, as well as diagnosing and curing deficiencies or social handicaps.

The central aim of the comprehensive school is to promote a balanced growth of an integrated personality as reflected in Section V.1 (a) of the Recommendation. Ethical and social education shall make children understand that every individual has a human value, independent of wealth, race, achievements or others, and make children conscious of a solidarity between all nations. Participation of children and youth in planning of educational activities and in democratic decision-making within the school, contributes to strengthening the respect for human rights. The principles of school democracy have been presented in a committee paper (1969) and the Act on School Councils will enter into force in 1972.

A detailed formulation of the goals of secondary education will be available when the Secondary Education Committee of 1971 has finished its work. This education should aim at developing a physically, mentally and socially balanced personality, as well as giving the pupils sufficient general instruction to meet the demands of education at the third level. This includes developing various capabilities, especially of the social order, and a creative attitude towards different forms of culture.

Basic, further and complementary education for academic occupations, scientific research and distributing of information, as well as adult education are the chief aims and functions of the institutes of higher education. The respect of human rights and a democratic learning atmosphere are a prerequisite for growing into full membership of the society, and the aim is to develop a citizen capable of critical consideration and international co-operation, and willing to take responsibility. An Administrative Committee appointed in 1969, has issued a statement about the regulation to be taken in order to guarantee the rights of the students and university personnel, including those attending private ones. The drafting of a law ensuring fair treatment in questions related to student selection, evaluation of performance, appointing of staff has been proposed by the Committee in 1971.

IV.10 Learning to respect human rights and fundamental freedoms has been integrated in the programme of several subjects in the comprehensive school

and in the curriculum of various age levels. At an advanced level there will be a special course on the development of human rights within different social systems and religious philosophies. Various Unesco and United Nations publications on this subject are listed as being used in the teaching about human rights.

IRAN

I.1 The members of the majority and those of the various racial and religious minorities enjoy similar rights, and neither of the two groups possesses any advantages over the other. The Ministry of Education has set up a department to deal with mentally deficient children who, besides being taught reading, writing and general knowledge, learn a craft which will enable them to choose an employment in later life.

(a) Schools belonging to minority groups are in principle reserved for members of these groups, but other pupils may attend them if they so desire. These schools are coeducational, whereas other educational establishments are generally separated for the two sexes, although the educational curricula at the primary level are the same for both.

(b) There is no discrimination in the award of scholarships and facilities for the pursuit of studies, and such facilities were increased in 1971.

II.4 (i) Primary education is compulsory for all who are capable of being educated. The period of compulsory education has been reduced from 6 to 5 years. The direction-finding course introduced in 1971, consisting of three years of studies following five years of primary education, is to be made compulsory during the execution of the Fifth Development Plan. It is hoped that 93% of children of school age in towns and 55% in rural areas will thus gain access to education. To commemorate the 2,500th anniversary of the founding of the Empire, 2,500 schools were established in rural areas in 1971.

(ii) Pupils who succeed in the direction-finding course can go on to the secondary course, which consists of four years of studies. In order to meet the country's labour requirements, particular attention is paid to the development of technical and vocational education and the guidance of pupils towards this type of education. There are two different branches: the first, lasting two years, is for agriculturists and skilled workers; the second, lasting four years, for technicians and foremen. It is planned that from 1974-1975 traditional secondary education will be replaced everywhere by the direction-finding and secondary courses, in accordance with the new system of education aimed at integrating general studies and technical and vocational education within a single category of secondary education. It is hoped that the number of pupils at this level of education will thus be increased.

(iii) On completion of the four years of secondary studies, pupils who gain the secondary school certificate may, if they so desire, continue their studies at the university or in a faculty at the same level, which come under the supervision of the Ministry of Science and Higher Education.

(iv) (a) The subjects taught at the primary level are the same for boys and girls, and primary, secondary, technical and vocational studies all come under the authority of the Ministry of Education. All governmental schools comply with the regulations of the same ministry.

(b) There are private primary and secondary schools and higher educational institutions, set up with ministerial approval and subject to the regulations relating to governmental schools. The certificates and diplomas awarded by private schools have the same validity as those of public schools.

(v) Those who have not been able to complete their primary studies may do so in evening classes for adults. Particular attention has been given to the education of nomads, who now have special classes and itinerant teachers available to them. The Education Corps, established in 1963, which is composed of young people who have completed their secondary studies, the literacy campaign and a programme of adult education are proving effective as means of spreading education among the people. Since 1968-1969 young women possessing the school-leaving certificate have been sent to teach girls and women living in rural areas.

(vi) Those who wish to enter the teaching profession must take the teacher-training course or attend the Higher Teacher Training College. Since 1968 training courses have been improved, and seminars are regularly held with a view to raising the level of knowledge of teachers. Members of the Education Corps may be employed as teachers after two years' service. There are training classes at the Higher Teacher-Training College for educational advisers and teachers for the direction-finding course. Teachers must obtain the first degree and educational advisers either the first or the second degree. The shortage of women teachers has been offset by the implementation of the "Women's Social Services" project, which arranges for women working in other departments to be transferred to secondary schools so as to improve the educational opportunities available to girls.

5. The law relating to the regionalization of education was put into effect in 1970 in order to reduce the obstacles and difficulties resulting from the shortage of teachers and funds caused by the continual increase in school attendance. At the same time, curricula for the primary level were altered, as they will be for the secondary level. The Ramsar Conference in 1968 adopted the declaration concerning the educational revolution, to be followed by special measures leading to the multilateral development of education at all levels. For the purpose of improving the quality of education and bodies connected with it, a project for the establishment of an institute for the planning and administration of education has been put into effect. More attention is to be paid to the aims of education, the

struggle against all kinds of discrimination in education and the practical implementation of the Declaration of Human Rights in education. Various cultural and religious facilities are to be provided for religious minorities.

III.6 Under the terms of the Constitution racial and religious minorities have the right to preserve their language and culture whilst familiarizing themselves with the culture of the community as a whole.

7. (i) In certain parts of the country minorities have their own schools, in which, apart from general subjects, children from the minority groups are taught their own languages and cultures. In cases where the minorities do not have their own schools, the children voluntarily attend ordinary schools, up to the higher level.

(ii) The head teachers of schools for minorities are chosen from among the members of the minority concerned; their own experts are employed as teachers, as well as the teachers provided for them - in addition to other services - by the Ministry of Education.

IV.10 In all public and private educational establishments the Charter of Human Rights is taught at the primary, secondary and higher levels, and provision is made for teaching about the culture and civilization of all peoples, especially those of Europe. Special attention is to be given to the establishment of cultural relations with different countries.

MOROCCO

The reply received from Morocco refers to the reply formulated in 1965 for the first consultation of Member States on the implementation of the Convention and Recommendation. Morocco again states that the problem of discrimination in education does not arise and that girls enjoy the same freedom as boys to attend educational establishments, and adds that minorities residing in the country attend educational institutions at the different levels under the same conditions as Moroccans.

SIERRA LEONE

Sierra Leone replies that it has been observing the Convention not only in law but in practice, as this is stated in the Education Ordinance No. 63 of 1964.

I.1 (a) The Education Ordinance, Part II, section 3 sets forth that this Act and any other administrative instruction relating to Education should be interpreted and administered in such a way that there is no discrimination between pupils in the matter of their admission to and treatment in any educational establishment. The Education Ordinance further refers to the establishment or maintenance of separate educational systems or institutions for pupils of the two sexes, for religious or linguistic reasons, or of private schools, provided that no restriction shall be exercised and that the teaching offered in such separated schools conforms to the specific principles contained in Article 2 of the Convention.

(b) In conformity with the same Act, there shall be no discrimination between citizens and non-citizens of Sierra Leone with a view to the provision of financial assistance for the payment of school fees or the award of scholarships.

SWEDEN

I.1 (a) and (b) There are no legal provisions which constitute discrimination in the field of education; the conditions for studies are the same for all without exception, as to race, sex or religion. The State contributes equally to the maintenance of schools by paying for teachers' salaries and for some teaching equipment.

II.4 (i) In conformity with the Education Act and School Regulations of 1962, primary education is given in the nine-year compulsory comprehensive schools.

(ii) Secondary education is free and available all over the country for those who passed the comprehensive school. As of July 1971, upper secondary school, continuation school and vocational school are integrated in a single upper secondary school, which caters for 90% of the 16-age group. Within a few years this number will reach 98%, which means that practically all pupils will continue studying after the comprehensive school.

(iii) All students at institutes of higher education are entitled to receive study allowances, which are intended to cover living costs during one term. About 20% of the sum awarded is a direct grant, while the rest is to be repaid after completion of studies.

(iv) (a) The municipality, sometimes the "County Council", are responsible for the comprehensive school and the upper secondary school,

including supervision. The curricula of a uniform school system are prescribed by the Government and standardized tests to check the level of attainment of individuals as well as of different classes and schools are compulsory for comprehensive and upper secondary schools.

(b) A few private schools exist, especially at the upper secondary level. Most of them get State grants, which are usually smaller than those given to the municipal schools. Those schools which receive grants are subject to control by the school authorities.

(v) All Swedes have received at least six years of compulsory education. Those who want to complete their education to the level of the comprehensive school can do so through municipal adult education, which is free and generally available. Special courses have been organized for small groups of gypsies and also for new immigrants, who are given courses in Swedish and social sciences, but who can also attend other courses within the framework of adult education.

(vi) The training of teachers is open to everyone with the entrance requirements, but there is a limited intake to the respective colleges.

II.5 No further measures are necessary to fulfil the objectives set forth in Article 4 of the Convention.

III.6 and 7 The great majority of immigrants' children receive their basic education within the public school system. There are, however, within the public school system, special arrangements for minority pupils such as auxiliary instruction in the Swedish language and possibilities to study their own mother tongue. If they are a greater number, these pupils may be gathered in special classes, as have been organized at several places for Finnish-speaking pupils. Schools for the Lapps have been established at seven places in the Northern provinces. They are organized according to the principles of the ordinary comprehensive schools, with Swedish as the main language of instruction, while room is given for instruction in other languages, handicraft and reindeer husbandry. Schools for foreign minorities are governed by the same rules as private schools. At the Estonian primary schools in Stockholm and Göteborg, Estonian is the main language in the lower classes, while Swedish is mostly used in the higher grades. The Estonian gymnasium in Stockholm mainly works in the Estonian language.

IV.8 The aims of education are defined in the Education Act (1962) and in the curricula for the comprehensive and the upper secondary school. The curriculum for the comprehensive school (1969) mentions "The schools must develop and reinforce democratic principles of tolerance and equality between human beings, respect for truth and justice. Freedom and independence must provide a foundation for co-operation and interplay between peoples for the inherent value of human beings, for the inviolability of human life and thus also for the right to personal integrity. It is important that the pupils be made accustomed to show helpfulness to all people, and a general willingness to co-operate."

IV.9 and 10 The teaching of human rights is a part of the courses in social sciences in <u>comprehensive</u> and <u>upper secondary schools</u>.

UNITED KINGDOM (British Honduras)

I.1 (a) Not applicable.

(b) There are no unjustified preferences. Private secondary schools are given grants-in-aid, and a system of Government scholarships to these schools and for students of higher education exist.

2 and 3. Not applicable.

II.4 (i) In conformity with the amended Education Ordinance No. 3 of 1962, school attendance is compulsory between the ages of 6 to 14. Attendance officers have been appointed to ensure that the law is enforced, and transportation of children from remote areas to the nearest school is being provided.

(ii) Technical and vocational training is provided in government institutions. The development plan provides for the establishment of junior secondary schools in Belize City as well as in the district capitals. One is already in operation and another under construction. There exist also private secondary schools.

(iii) Access to higher education is possible through a Government Scholarship Programme which includes both study and maintenance grants. Furthermore, loans are also included in the Government's plan to help students.

(iv) (a) Provision, administration and inspection of primary schools are governed by the Board of Education Rules which ensure national minimum standards.

(b) The answer says that this question is not applicable, although reference is made elsewhere in the reply to the existence of private secondary schools which are given grants-in-aid, and private schools run by the Mennonites.

(v) Not applicable.

(vi) The training college accepts students irrespective of race, colour, sex or creed.

II.5 Said to be not applicable, but it is mentioned elsewhere in the reply that the development plan calls for the establishment of junior secondary schools.

III.6 The religious group of the Mennonites is the only one which maintains schools. The law provides for these schools and to the teaching there in their own language.

7. (i-ii) The schools of Mennonites are private institutions fully controlled by this group.

IV.8 Legal definition of the aims of education is given by the Government's support of the Church/State partnership in education which is set forth in the Education Ordinance of 1962. These aims reflect those contained in Article 5.1 (a) of the Convention.

9. Yes.

10. Yes, embodied in the religious teaching.

YUGOSLAVIA

I. There are no legal provisions, regulations, practices or situations which constitute or could lead to discrimination in education.

1. (a) Constitutional and legislative provisions guarantee the right to education regardless of nationality, sex, race, religion, language, social background or economic status. There are special conditions relating to the sex or age of pupils which apply to entry into some secondary schools, but they do not constitute discrimination within the meaning of the Convention.

(b) The practical application of the right to education permits of no discrimination in the way different nationals are treated. The functioning of educational institutions is the responsibility of the whole community, in accordance with the constitutional provisions and the legislation relating to the financing of education. Finance for education is provided without any discrimination in the autonomous republics and regions, and is even available to schools situated in the less developed regions and to the schools belonging to some of the national minorities. The General Law on Education, as well as the equivalent legislation in the republics, defines the material aid (scholarships and study loans) to be granted to deserving and needy students. Owing to the country's economic situation, however, this aid system is not yet fully developed.

II.4 (i) Eight years of primary schooling are compulsory for children between 7 and 15. Those communes which have the means to do so provide free textbooks, meals and school transport for pupils, all of whom are eligible for social security during their schooling.

(ii) Secondary school enrolments are continually rising. In 1968-1969, 83.5% of pupils who had finished primary school entered a secondary school, compared with 81.7% in 1967-1968. If the development of secondary education continues at the present rate, it can be expected that all pupils will be receiving a secondary education by about 1980.

(iii) In accordance with Article 8 of the General Law on Education, any citizen who has completed a secondary education course can, under certain conditions enrol in universities, academies of art, and other higher education institutions. Even pupils not possessing the required academic qualifications can enrol if they show that their knowledge and ability are such that they can successfully undertake a higher education course. The Resolution adopted by the Federal Assembly on 26 March 1970, concerning the development of teaching and education under the system of self-management, stresses the need to set up a system of higher educational

institutions which can fulfil the requirements and aspirations of students and give scope for their individual abilities. Another point emphasized is the need to provide greater facilities so that students can choose courses in which they are interested. The same Resolution encourages the development of facilities for out-of-school study with a view to life-long education. The conditions governing the granting of financial assistance to students and access to student hostels are the same in all republics. Scholarships and loans are awarded to deserving students from poorer homes, but such aid is also intended for the training of qualified workers as required. During the 1969-1970 school year, 6.5% of the total student body held scholarships, while 25% of students had been awarded a study loan. 30,690 of the 171,117 students enrolled in 1968 were given rooms in the 52 student hostels. All students are entitled to free medical attention and substantial reductions in the cost of the various services, such as restaurants and sports and recreation facilities.

(iv) (a) In order to ensure that education is of a uniform standard and quality throughout the country, all the republics have established standards relating to the level and type of teacher training, educational and technical equipment, and school buildings. However, as the levels of development vary from region to region, owing to historical, socio-political, economic and cultural differences, it is difficult to keep to these standards. The factors contributing to the achievement of equivalent conditions at the same level of education, include financial aid for schools in the less developed regions, the preparation of high quality textbooks, the standardization of school syllabuses at the primary level, the improvement of teacher training and the intensification of educational research.

(vi) Teacher training conforms to the standards established by all the republics. Teachers who are to teach in the schools of the various nationalities receive their training in the appropriate language and in the institutions which have been specially set up for this purpose.

5. The reply indicates that measures have been taken for the progressive stabilization of the secondary education system by introducing a common core of general education in the first part of the secondary course and specific vocational guidance in the second part. The development of higher educational curricula and the internal organization of higher education are also mentioned.

III.6 Both the State Constitution and the constitutions of the republics guarantee every citizen freedom to proclaim his nationality, express his culture, and use his own language.

7. The concept of "national minority" has in theory and practice been replaced by "nationality", a term better suited to the socio-political, economic and cultural situation of the various nationalities, who enjoy the same rights as the Yugoslav peoples. The children of members of the nationalities receive instruction in their own language, and also study their

national culture. In areas mainly inhabited by the nationalities, there are educational institutions at the pre-primary, primary, secondary and vocational-training levels in which teaching is in the language of the nationality. Constitutional and legislative provisions give members of the nationalities the right to manage these schools. Means permitting, schools with bilingual instruction are set up in regions where members of the nationalities and Yugoslavs live side by side. The nationalities are represented on all representative educational bodies, and thus participate in the formulation of educational policies and in school administration.

IV. 8 and 9 The principles set out in Article 5 of the Convention correspond in all details to the content of paragraph 7 of Article 3 of the General Law on Education, in which the aims of education are defined.

10. Although teaching about human rights does not constitute a separate subject, it is an integral part of school curricula, and is included in the following subjects: "Knowledge of Society" and "History" (in primary education), and "Foundations of Social Science" and "Sociology" (in secondary and higher education).

B. APPLICATION OF THE RECOMMENDATION

AUSTRIA

I.1 (a) Under the law on school organization, public schools are open to all regardless of birth, sex, race, language or creed. In private schools, admission may depend on creed or language. Since Austria is affiliated to the European Convention on the equivalence of school-leaving certificates, foreign students may be admitted to higher educational establishments. The candidates' applications are examined, and then a certain number of candidates are admitted, depending on the number of places available.

(b) Nationals are treated differently from foreigners as regards the payment of fees in higher educational establishments; foreigners have to pay three times as much. Foreigners may however be treated as nationals paying full fees if their situation justifies a reduction in fees. Only Austrian citizens are eligible for educational grants and scholarships.

I.2 and 3 There are no provisions conflicting with the regulations and provisions concerning educational organization.

II.4 (i) In accordance with the law on school organization (1962), education in public schools is free. The period of compulsory education is eight years.

(ii) Admission to upper primary and secondary education requires a certificate of satisfactory completion of the fourth grade of primary school, but admission to an upper primary or secondary vocational training school is subject to the completion of eight years of compulsory education and the results of a competitive entrance examination.

As from 1971-1972, travelling expenses will be refunded, and pupils will be provided with school requirements free of charge. The 1966 Federal Legal Gazette No. 421 also makes provision for paying educational grants.

(vi) The law on school organization provides for the training of teachers without discrimination.

II.5 No reply needed, since no measures beyond the present legal provisions are needed.

III.6 There is a Slovenian minority in Carinthia, and Croatian and Hungarian minorities in the Burgenland, and their respective languages are used as languages of instruction.

III.7 The Slovenian minority has primary and upper primary schools in which the teaching is conducted in Slovenian, and bilingual primary schools with teaching in German and Slovenian. There is, in addition, a Slovenian general secondary school which is at present expanding, and also a

secondary school specializing in art and education which provides additional teaching in Slovenian. But vocational training establishments only use German, which the pupils know perfectly after eight years' primary schooling. If it were to prove necessary, there would be nothing to prevent setting up vocational training schools in which a language other than German would be used as the language of instruction. In the Burgenland there are 39 primary schools using Croatian and German and two using Hungarian and German.

IV.8 and 9 Austria's reply refers the reader to Article 2 of the law on school organization.

IV.10 In vocational training schools, a study of human rights is included in history and sociology courses. In teacher-training schools the subject is covered in courses on religious instruction, educational sociology, educational law and politics.

JORDAN

I.1 (a) and (b) There are no legal provisions etc. which constitute discrimination in education with regard to the admission of students to educational establishments, nor is there any difference in school or other fees.

I.2 and 3 Irrelevant.

II.4 (i) Article 20 of the Constitution and Article 31 of the Education Act No. 16 of 1964 stipulate that primary and preparatory education (the first nine years of schooling) are free and compulsory.

(ii) and (iii) In accordance with the same Education Act, secondary and higher education are accessible to all.

(iv) (a) All schools in Jordan, whether public or private, follow a unified curriculum and use the same textbooks.

III There are no national minorities in Jordan.

IV The philosophy of education stems from the Jordanian Constitution and lays down inter alia the following principles: faith in God and in the ideals of the Arab nation ... within a unified Arab homeland; efforts should be directed towards the restoration of the plundered Arab homeland; international understanding based on justice, equality and liberty; assistance to every student for healthy growth physically, mentally, socially and emotionally in order to become a responsible citizen; positive participation in the progress of world civilization through science, art and literature.

PAKISTAN

I.1 (a) There are no legal provisions or practices to refuse admission of students to educational institutions on the basis of race, religion, caste, colour, language, political opinion or other, but equal rights are guaranteed to all citizens by the Constitution. Educational institutions which in general are separated for boys and girls are equally staffed and equipped and offer equivalent courses of study. There also exist coeducational institutions at all levels, but mainly for primary education. Merit and a scholarship are the main criteria for admission to well-known schools which generally cater for gifted children without any discrimination, while private higher education institutions occasionally accept even pupils with relatively poor academic achievements.

(b) Equality of treatment is prevailing in education. Scholarships and feeships are awarded for students of secondary and higher education on the basis of merit and need, while the pursuit of studies abroad can be permitted on the basis of merit.

I.2 There is no discrimination and equality of educational opportunity and treatment exists for all.

II.4 (i) Primary education, which covers five years (ages 6 to 10), is given in the mother tongue of the child or the regional language. It is given free in government and local schools. The country is making great efforts to make primary education free and compulsory in providing more schools and teachers so as to raise the enrolment to 70% by 1975 and 100% by 1980. The National Development Plan provides for reading and writing materials in most of the schools.

(ii) Secondary education is accessible to all on the basis of individual capacity, but is not free. Those who have not completed primary education have equal chances to make up their deficiency and to complete secondary education tests along with regular students. Various steps are being taken, under the National Development Plan for the improvement of this level of education among which: the upgrading and opening of new schools, of technical and vocational institutes, encouragement to the private sector with a view to opening new schools, the setting up of comprehensive high schools, the increase of scholarships awarded on merit and other bases, the admission without barriers.

(iii) Higher education is accessible to all on the basis of individual capacity. Measures are envisaged for reforming the structure, the courses of study and examinations, which should create conditions favourable to attract properly qualified teachers. So far, new programmes have been introduced and the new campuses are under construction for most of the universities and colleges. During the Second and Third Plan period, the total number of universities was raised to 12, including a post-graduate Central University. Since the introduction of the new Education Policy this number reached 14.

Various steps are being taken for the improvement of higher education such as: allotment of places in vocational and other colleges on the basis of merit; award of merit scholarships and other financial help to poor and deserving students; establishment of colleges in the hinterland.

II.4 (iv) (a) The general scheme of studies is uniform with regard to syllabi, courses and qualifications of teachers and standards of education at various levels with a view to qualifying for public examinations. However, there are several different types of school which differ in their reputation, staff and equipment.

(b) Subject to inspection, private schools have to apply the syllabi which are common with those of government schools. Qualifications of staff, buildings, equipment and other educational facilities must satisfy to a minimum standard, and examinations are controlled by the Education Directorates and Boards. The National Development Plan allows for financial assistance to private schools with a view to providing science facilities, craft, agriculture and commerce courses.

(v) A main objective is to eliminate illiteracy. Many measures have been taken, like operating evening classes, etc., to impart education to those who have not completed primary education. An Adult Education Scheme is being prepared for overall literacy in the first instance. As indicated under 4 (ii), those who have not completed primary education have equal chances to make up their deficiency in one way or the other, and to complete secondary and higher secondary education tests along with regular students. Special reports on the improvement of education also refer to the need for the setting up of centres for adult education.

(vi) Admission to teacher-training institutions is free of discrimination. Stipends and scholarships are given to all in-service and other trainees, as well as free accommodation in student hostels. It is envisaged to provide teaching education courses at higher secondary level, in order to offer vast scope and freedom of choice to students.

II.5 Various reports for the improvement of education have been prepared by educationists to be submitted to the Government. They refer, inter alia, to practices and procedures of examinations; the introduction of technical and vocational subjects at secondary school certificate; revision and modernization of syllabi and teaching methods; the strengthening of teaching staff in overcrowded urban and rural institutions; the opening of new schools and upgrading of institutions from primary to higher levels.

III.6 Although minorities have the right to carry on their own educational activities, including the maintenance of schools, these groups play full part in the national life. Hence their requirements concerning language are the same as those of other inhabitants. Bengali/Urdu and English medium schools are available everywhere in the country, while regional languages are taught in the respective regions. Major foreign languages like French, Arabic and Persian are also taught in schools and colleges.

III.7 Distinct schools are mostly private schools which offer religious instruction (Hinduism, Christianity, Buddhism), in addition to the prescribed curricula. Their governing bodies consist of almost the same class of community, and have full say in the running of the institutions. The maintenance of such schools is subject to the general education policy of the Government, and they have to fulfil certain conditions for recognition by the Education Department.

IV.8 The new Education Policy emphasizes the rôle of education as an instrument of social change and development, and as a factor in the creation of a democratic social order, by ensuring equal access to educational opportunities. It further refers to the Islamic values as an instrument of national unity and progress, to the reorientation of educational programmes in the light of the needs of the society, to the creation of democratic social order by means of equal access to education. Recommendations of Education Commissions referring to these aims are implemented after their approval by the Head of the State.

IV.9 Preservation and inculcation of Islamic principles serve as an instrument of national unity and progress. Study of Islam serves as a motive force in promoting the fullest possible development of human potential. It also emphasizes social responsibility, respect for human rights, fundamental freedoms and directive to the maintenance of peace, understanding, tolerance and friendship among all nations. Reviews of various subject syllabi are periodically undertaken to ensure that they contain no racial or religious discrimination.

IV.10 The curricula of primary, secondary, higher education and teacher training contain teaching about human rights, which is laid down in the aims of education of the country. Subjects like civics, social studies have specific chapters on human rights.

SINGAPORE

I.1 (a) There is no discrimination for the admission of students to educational establishments.

(b) There are no differences in the treatment of Singapore nationals. Non-Singapore citizens and non-permanent residents are required to pay slightly higher rates of fees. Government provides scholarships on the basis of need.

I.2 and 3 Not applicable.

II.4 (i) Primary education is free but it has not been made compulsory, there being no need to.

(ii) Vigilance over population trends and planning will ensure the accessibility of all to various forms of secondary education.

(iii) Scholarships and bursaries are made available to needy students by the Government and by private organizations, which also provide study loans free of interest.

(iv) (a)The quality of education in both government and government-aided schools is ensured by the Ministry of Education Inspectorate Services and public or common examinations.

(b) Private schools come under the control of the Ministry of Education which approves their registration and controls the educational standards.

(v) The Adult Education Board is responsible for organizing a network of centres providing classes for non-formal education as well as extension of formal education.

(vi) The training for the teaching profession is open to all with the necessary qualifications without discrimination.

II.5 Educational planning and strategy are being incorporated in the national development plan to ensure the complete realization of the objectives referred to above.

III.6 English, Chinese, Malay and Tamil are the four official languages and are being used at school as media of instruction, the choice of medium being left to parents.

III.7 No distinct schools exist for minorities, who are integrated into the whole population and attend the same schools under equal conditions.

IV.8 There is no legal definition of the aims of education.

IV.9 Singapore being a multiracial, multilingual and multicultural society, it has always been actively promoting racial harmony, mutual tolerance and closer friendship among all its citizens, and topics on these subjects are included in the civics syllabus for schools.

IV.10 The teaching of human rights is progressively introduced from primary to secondary schools and in the curricula for teacher training. University students are generally more concerned with human rights in liberal arts, law and social science studies than in scientific courses.

IRELAND

I.1 (a) No.

(b) Although most of the schools are denominational in character and controlled at local level, they have equal freedom and receive financial support from the State.

II.4 (i) Primary education is free for children of four or five to twelve years of age. Attendance is compulsory between six and fourteen, but it is proposed to raise the terminal age to 15 in 1972. Parents are free, in accordance with the Constitution, to provide for the education of their children "in their homes or in private schools or in schools recognized or established by the State". The latter must see that the children receive a certain minimum education. The great majority of children attend State-supported schools which are in practice denominational.

(ii) The majority of pupils transfer to post-primary education at about the age of 12. Post-primary education is free and comprises secondary, vocational and comprehensive schools for pupils between 12 and 19, as well as regional technical colleges for pupils between 15 and 19 years of age. The Irish secondary schools are private institutions which receive considerable financial assistance by the payment of grants to each eligible pupil and over 75% of the staff salaries. The State further contributes 70% towards the costs of buildings. In addition to the ordinary post-primary programme, vocational schools offer instruction in specialized technical training for particular trades or professions. The comprehensive schools combine academic and vocational subjects in a wide curriculum. The regional technical colleges provide advanced secondary level courses and may even offer university degree standard courses in certain technological disciplines.

(iii) The two universities are self-governing but receive annual State grants. Under the Local Authorities (Higher Education Grants) Act, 1968, local authorities are empowered to make grants to eligible students who are within an appropriate age-group and on the basis of merit and need for the pursuit of studies at universities or comparable institutions. An act was passed in 1971, setting up a Higher Education Authority with some of the following functions: furthering development of higher education, promoting equal opportunity and democratization of the structure of higher education.

(iv) (a) The State exercises control by prescribing the educational programme and approving the qualifications of teachers, who are regularly inspected. All schools prepare pupils for the Department's examinations.

(b) Private schools, which are run by boards of governors, religious communities or individuals, are not inspected regularly. Private post-primary schools receive State subsidies.

(v) Adult education and "second chance" classes are provided by vocational and comprehensive schools. Second and third level part-time courses also for adults are run at the regional technical colleges. The Government has commissioned a survey of the needs of the community in the matter of adult education including the type of permanent organization to be set up in order to serve those needs.

(vi) Primary school teachers are trained in recognized colleges, entry to which is based on the results of a competitive examination. The standards

of entry, the training programme and final examinations are subject to approval by the Department of Education. Post-primary teachers must be university graduates if they are to qualify for official registration.

IV.8 and 9 The general aims and content of the programmes of education are in conformity with the principles set forth in Section V of the Recommendation.

One of the main purposes of education is training for citizenship. Education is concerned with the inculcation of virtues and of right moral principles; with the formation of correct habits and attitudes of mind and of action, towards oneself, one's family, one's fellowman, one's country and towards the world community; with the development of character and the training of the mind; and with the inculcation of social virtues and a sense of social and civic responsibility, all issuing finally in a true regard and solicitude for the common good.

IV.10 Instruction on the aims, principles and activities of the United Nations and its related agencies, including their efforts towards the attainment of human rights, is included in the course on civics for standards V and VI in primary schools.

The curricula and syllabuses for civics and history in post-primary schools provide for instruction on the aims and activities, including those concerned with human rights, of the United Nations and its agencies. Individual and group projects are undertaken in civics classes. These occasionally include extra-curricular activities such as model United Nations sessions. A number of schools participate in the Unesco Associated Schools Project in International Understanding.

In the universities the aims and activities of the United Nations and its agencies receive due attention in the courses in political science and modern history.

In the teacher-training programmes, courses in such subjects as history and social studies contain references to the work of the United Nations and its agencies. In courses for graduate teachers reference is made to publications of the United Nations and in particular to those of Unesco. More direct references occur under such headings as sociology of education and methodology lectures on history, geography and related fields.

A study of the United Nations and its agencies forms part of the extra-mural courses for adults taking a diploma in social and economic sciences.

To summarize, it can be stated that there is a lively and growing interest in the activities of the United Nations and its Specialized Agencies, not least in their regard for and efforts towards the universal attainment of human rights.

ANNEX D

OTHER ANSWERS CONCERNING APPLICATION OF THE RECOMMENDATIONS

AUSTRIA

II Measures to eliminate and prevent all forms of discrimination

II.1 The 1929 Constitution and the provisions concerned with the organization of education contained in the first chapter of the Federal Law of 25 July 1962 state that public schools are open to all, regardless of social origin, sex, race, status, language or creed. These same provisions apply to private schools which may nevertheless select their pupils on the basis of their religion or their language.

II.2 (a)-(c) In accordance with the above-mentioned law, public education is free, and grants and the various forms of assistance available to pupils are awarded on the basis of the principle of the equality of all nationals. The authorization which may be necessary for study abroad is governed by the Fundamental State Law of 1867, which concerns equality and the right of all to a proper education wherever and however they choose.

II.3 Aid to educational establishments, of whatever nature - grants made to private schools or the financing of school transport, for instance - is based solely on need, and is neither selective nor restrictive.

II.4 In accordance with Federal Law No. 241, 1962, education is compulsory for foreigners resident in Austria, and if they are only temporarily resident they have the right to attend the type of school suited to their level of attainment, including teacher-training establishments. The only exception is the general secondary school for Slovenians at Klagenfurth, admission to which is restricted to Austrian nationals in order to ensure that the Slovenian minority has a sufficient number of places in this establishment, which leads to higher education.

III Separate educational systems or institutions

III.1 Separation according to sex

The legislation guaranteeing the right of all to education and the opportunity of obtaining an advanced training and of passing from one type of school to another applies to both boys and girls who show the necessary ability. Educational establishments are open to both sexes, except in the case of schools for girls only, which prepare them for their rôle as mothers or for a career specifically for women. All girls complete the period of compulsory education, and they make up a very high proportion of enrolments in secondary and higher education.

III.2.A Separation for religious or linguistic reasons

(a)-(e) Only private schools administered by an officially recognized religious community or an institution dependent on such a community can be considered as schools separated for religious reasons, because these schools can select their pupils on the grounds of their religion. The

State does not maintain these schools, which are established and administered by individuals or private bodies, but they may be recognized, and if so they are obliged to conform to officially prescribed standards. The education provided in these schools is in keeping with the choices of the pupils' parents, and this kind of schooling is optional. There are also schools separated for linguistic reasons, which are dealt with more specifically in the part of the report concerning educational activities of national minorities and private schools for foreign communities.

II.2.B (a) and (b) Under the legislation in force (1949, 1957 and 1962 Federal Laws), religious instruction is compulsory for all pupils belonging to a legally recognized religious community (Catholic, Protestant, Reformed, Liberal Catholic, Greek Orthodox, Methodist and Mormon churches and the Jewish religious community). As from the age of 14, children may ask to be exempted. Parents may make a written request at the beginning of the school year for younger children to be exempted.

III.3 Private schools

(a)-(c) Private schools, which include those administered by religious or foreign communities (the French Lycée, the American International School, the English School, all situated in Vienna), can be established by persons in law and/or corporate bodies or any physical person complying with the laws and regulations. All these establishments are subject to inspection on the same basis as public schools.

IV Educational activities of national minorities

(a)-(d) There are Slovenian minorities in Carinthia, and Croatian and Magyar minorities in the Burgenland. According to statistics appended to the reply, in 1961 the Slovenian minority constituted 7.3% of the total population, the Croatian minority 8.8% and the Magyars 6%. According to the reply, in 1966-1967 the Croatian and Magyar minorities had primary schools in which education was provided in one or other of these languages (two Magyar schools, eleven Croatian schools). In 1966-1967 there were also 27 bilingual schools, in which the language of instruction was German and Croatian, and one bilingual German and Magyar school. Similar arrangements appear to have been made for the Slovenian minority, which in 1966-1967 had 97 bilingual schools and one bilingual school providing a general secondary education. All bilingual schools are public institutions, and they are governed by both general educational legislation and legislation relating specifically to the minorities in Carinthia and the Burgenland. Although these schools are theoretically bilingual, parents may choose the language in which a child will be taught. The second language (national or minority) is taught as a compulsory subject from the first year of primary school onwards. Attendance at these schools is optional. Reference is also made to the existence in Vienna, in 1966-1967, of two primary schools and one secondary school in which teaching was conducted in Czech.

V Aims of education

V.1 In answer to this question, Austria quotes a paragraph of the 1962 Federal Law on School Organization which lays down that the object of teachers should be to foster the development of young people through an education based on moral, religious and social values... to give young people the knowledge needed for their everyday life and occupation, and to shape their personalities by helping them to acquire their own cultural values. Young people should become good citizens of the republic... develop powers of independent judgement and social understanding, and have an open mind as to the philosophy and political thinking of others, and at the same time they must be equipped to participate in the economic and cultural life of Austria, of Europe and of the world, making their contribution to the common tasks of mankind in a spirit of freedom and peace.

V.2 The Federal Ministry of Education establishes the curricula for all types of schools defined in law. The curricula must include information about the general aims outlined above and also the specific aims of the different subjects.

VI Equality of opportunity and treatment

The reply refers to the Austrian contribution to Volume V of the World Survey of Education, the descriptive document on access to higher education (MINEUROP.3), the 1967-1968 Annual Report presented at the XXXIst International Conference on Education at Geneva (IBE-Unesco), and to the "International Year Book of Education", 1962.

JAMAICA

I Society in the island is built on a multiracial and non-discriminatory basis.

II Action designed to eliminate and prevent discrimination of any kind

II.1 (a) and (b) No action considered to be necessary.

II.2 (a) and (b) Differences in treatment are based on merit in the absence of local facilities, while 70% of a new scholarship system are given to primary school leavers and 30% to ex-pupils of private schools to make junior secondary education more generally available.

II.3 Preference is given to those most in need on financial grounds.

II.4 Foreigners have access to education under equal conditions, but special consideration seems to be given to Jamaican nationals.

III Questions concerning separate educational systems of institutions

III.1 Separation according to sex

There is a unified educational system for both sexes in Jamaica.

III.2.A Separation for religious or linguistic reasons

(a)-(e) There are no educational systems or institutions which are separated for religious or linguistic reasons.

III.2.B Parents and legal guardians of children are free to have them tutored along the regular religious or moral lines or whether they want them to be exempted from such study courses.

(a) and (b) As there are no statutory provisions or regulations for the purpose to compel a group of persons to receive religious instruction inconsistent with their convictions, the need for provisions avoiding such compulsion does not arise.

III.3 Private schools

There are some private educational institutions, but they do not attempt to exclude any particular group. These schools, which have to reach the minimum of official standards and are liable to inspection, are open to all who can afford them. If standards are not reached, the Government may order the closure of such schools.

IV Educational activities of national minorities

(a)-(d) English being the only language of instruction, there are no schools exclusively for minority groups which, nevertheless, are free to pursue their own cultural activities.

(e) and (f) Are said to require no answer.

V Aims of education

V.1 The educational system is geared to achieve the full development of the personality and to enable the individual to play his rôle both in the national and in the international field.

V.2 Is said to require no answer.

VI Equality of opportunity and treatment

VI.1 and 2 The national educational policy is aimed at providing equality of opportunity and treatment to all, irrespective of race, religion, creed, social or economic status or political allegiance.

Although legislation prescribes compulsory education (Education Act 1965), the introduction of it, at the primary level, is being undertaken progressively and enforced only where there is adequacy of school

places and teachers. It appears from the reply that primary education is free.

Secondary education was traditionally for the wealthy. The ultimate aim of the Government is to make it available to all by 1980, through the provision of free junior secondary education. To this effect a new system of scholarships has been established.

In addition, 50 new secondary schools have been built to provide free junior secondary education on a non-selective basis.

Increasing emphasis is being placed on higher education, which therefore is nearly equally accessible to all, financial assistance being rather widely available. The democratization of higher education is to be achieved by providing high school pupils with scholarships and enabling pupils to transfer from junior secondary to secondary grammar schools. The educational standards of schools of the same level are roughly equivalent. The Adult Literacy Section of the Social Development Agency conducts classes, radio and television programmes in adult literacy.

VII (b) Shortage of adequate school premises and teachers are limiting factors to introduce compulsory primary education.

PAKISTAN

I There exists no law which may have the effect of discrimination in education on the basis of race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth.

II.1 Action designed to eliminate and prevent discrimination of any kind

There is no discrimination in education as appropriate provisions exist in the Constitution and corresponding educational legislation and regulations. Protective measures have even been adopted to help the minorities, the underprivileged and weaker sections of the community.

(a) and (b) The question does not arise in view of the above, and no discrimination exists in the admission of students to educational institutions.

II.2 (a) School fees are established in a uniform way on the basis of need. Deserving students are granted exemption from tuition fees irrespective of caste, colour or creed.

(b) Scholarships and other forms of assistance are granted on the basis of need or on both need and merit. Fellowships are provided out of university resources to an average of 10% of students, while other scholarships are granted on the basis of merit without discrimination from the same sources.

II.2 (c) As no statutory provision exists which might lead to discrimination between nationals by public authorities, permits and facilities for studies abroad are granted in giving due consideration to merit and need. Recommendation letters are issued to this effect by the university which helps students in obtaining the necessary permits.

II.3 Annual grants from the Government to universities and other educational institutions do not allow for any preference or restriction as these institutions are open to all irrespective of caste, colour, creed or sex. These grants constitute the main source of income of universities.

II.4 Places for foreign students are reserved in universities and colleges.

III Questions concerning separate educational systems or institutions

III.1 Separation according to sex

There are separated as well as coeducational schools, which all offer equivalent access to education and the opportunity to take the same or equivalent courses.

III.2.A Separation for religious or linguistic reasons

(a)-(e) All recognized educational institutions are open to all religious or linguistic groups which, nevertheless, are free to have their own schools. These institutions have the same legal status as the other ones and are subject to the same rules and regulations. Those which are recognized by the competent education boards must respect the standards laid down or approved by the public authorities. These institutions are supervised and in case of non-observance of standards they are warned, grants are withheld and recognition finally withdrawn. The education provided in these institutions is in keeping with the wishes of parents and attendance is optional.

III.2.B Parents have full liberty to have their children receive religious and moral education in conformity with their own convictions. Education in the religion of Islam is compulsory for all Moslem schoolchildren, boys and girls, but no provision exists to compel anybody to receive instruction in a religion not his own. Non-muslim pupils may study their own religion.

III.3 Both government and private schools exist, as the latter have been established to provide educational facilities in addition to those offered by public authorities. These private schools are free to request recognition or not. Once recognized, they have the same legal status as government schools, are subject to inspection and have to conform to regulations concerning the educational standards as well as premises and equipment. Non-recognized schools are generally free to have their own curricula, textbooks and syllabi. As mentioned for separated religious or linguistic schools, all recognized private schools which fail to observe official regulations are given warning, the grants may be withheld and recognition finally withdrawn.

IV Educational activities of national minorities

(a)-(f) There are some minority communities which are free to establish their own schools and may seek official recognition of them. If the schools are recognized they have to conform to the general rules and regulations, and are eligible for financial assistance from the Government. The other schools are governed by provisions applicable to other affiliated institutions. English, Urdu, Bengali and regional languages are used as media of instruction, but education is provided in a way to enable members of the minorities to understand the culture and language of the community and participate in its activities. The educational standards are the same as for other schools, but pupils are free to choose a school other than one which is run by their own community.

V Aims of education

Adequate measures have been taken to ensure application of the principles laid down in Section V.1 (a) of the Recommendation. Students and teachers pursue their studies and research in an atmosphere of academic freedom, uninhibited by any political or theological restriction. The question referring to the curricula which should include instruction conducive to the achievement of the aims set out in the Recommendation, is given a positive reply.

VI Equality of opportunity and treatment

VI.1 Primary education is free but not yet compulsory. Liberal provision for scholarships has been made to enable poor but meritorious pupils to continue or to further their education.

VI.2 (a) and (b) Stages are foreseen in implementing the objectives set forth in Section IV of the Recommendation, and it is proposed to introduce universal primary education throughout the country by 1975. Furthermore, important measures have been taken by the Government with a view to gradual and effective implementation of this policy, and appropriate financial provisions have been made in the Third Five-Year Plan. Private institutions are granted financial assistance with no discrimination as to race, colour, sex, language, religion, etc. Grants are provided subject to availability of funds and in accordance with needs and requirements of the institutions.

(c) Equal opportunities are provided, says the reply, to the question concerning legislative and other provisions governing compulsory education.

VII (a) and (b) Endeavours are being made to implement these principles embodied in the Recommendation which are not yet covered by national legislation or practice. It is further stated that no obstacles exist which impede the application of the above-mentioned principles.

ANNEX E

STATISTICAL TABLES

2.A FIRST LEVEL Enrolment by sex

Country	1965			1966			1967			1968			1969		
	MF	F	%F	MF	F	%F	MF	F	%F	MF	F	%F	MF	F	%F
Argentina	3 124 870	1 537 258	49	3 192 002	1 575 853	49	3 206 625	1 578 412	49	3 238 936	1 593 182	49	3 354 587	1 654 866	49
Australia[1]	1 666 631	809 202	49	1 703 552	826 375	49	1 740 521	844 285	49	1 768 060	857 549	49	-	-	-
Byelorussian SSR[2]	1 638 224[3]	-	-	1 626 648[3]	-	-	1 489 694	-	-	1 519 634	-	-	1 532 595	-	-
Ceylon	2 216 200	-	-	2 084 000	-	-	2 117 600	-	-	2 152 600	-	-	2 298 200	-	-
Cyprus[4]	72 191	35 214	49	72 933	35 493	49	72 394	35 283	49	71 745	34 798	49	71 236	34 552	49
Czechoslovakia	2 221 160	1 069 522	48	2 164 432	1 048 003	48	2 109 183	1 019 571	48	2 052 526	992 513	48	2 002 053	981 688	49
France	5 523 827	2 697 094	49	5 435 061	2 651 757	49	5 336 042	2 603 086	49	5 163 575	2 518 748	48	5 019 837	2 452 108	49
Hungary	1 413 512	683 500	48	1 380 286	668 261	48	1 331 079	639 475	48	1 254 745	606 153	48	1 177 887	568 408	48
Iraq	964 327	285 508	30	977 582	285 533	29	990 718	292 398	30	1 017 050	298 589	29	1 040 968	304 791	29
Korea, Rep. of	4 941 345	2 350 900	48	5 165 490	2 453 177	47	5 382 500	2 561 466	48	5 548 577	2 644 426	48	5 622 816	2 683 429	48
Panama	203 429	98 099	48	210 628	101 195	48	218 475	105 157	48	222 513	107 645	48	238 593	114 912	48
Poland[5]	5 177 634	2 489 789	48	5 527 986	2 701 745	49	5 706 270	2 759 946	48	5 603 955	2 702 414	48	5 443 132	2 621 728	48
Senegal	218 795	79 430	36	231 146	85 076	37	248 749	93 465	38	255 493	96 564	38	-	-	-
Syria[6]	707 205	225 529	32	742 976	243 199	33	767 895	255 032	33	813 225	276 903	37	845 130	296 747	35
Turkey	4 030 000	-	-	4 273 870	1 723 689	40	4 509 433	1 840 930	41	4 790 183	1 975 956	41	4 905 107	2 047 462	42
Ukrainian SSR	6 394 300	-	-	6 503 800	-	-	6 610 100	-	-	6 666 700	-	-	6 675 000	-	-
United Kingdom Scotland	609 602	298 038	49	606 082[7]	296 442[7]	49[7]	614 780[7]	300 552[7]	49[7]	622 647[7]	304 667[7]	49[7]	639 286	312 449	49
Uruguay	335 089	-	-	365 597	178 569	49	367 700	-	-	369 816	-	-	-	-	-
U.S.S.R.	38 343 000	18 404 000	48	39 058 000	18 937 000	48	39 746 000	19 269 000	48	40 310 000	19 543 000	48	40 483 000	-	-
United Kingdom territories															
Hong Kong	636 455	297 979	47	661 957	312 144	47	696 176	328 799	47	725 672	342 918	47	746 429	353 543	47
Gilbert & Ellice[8]	12 568	6 137	49	12 754	6 203	50	12 576	6 223	49	13 292	6 486	49	13 865	-	-
Solomon Islands	20 940	7 982	38	23 348	9 012	39	24 378	9 423	39	21 644	7 861	36	21 635	8 003	37

Notes:
1. Including kindergarten grades and special education.
2. Including special education.
3. Including general education at the second level.
4. Not including Turkish schools.
5. Data for 1965 refer to grades I-VII, for following years to grades I-VIII.
6. Including UNRWA schools.
7. Government maintained and aided schools.
8. From 1966, data include senior departments of all-age schools.

2.B FIRST LEVEL Public and private enrolment by sex

Country		1965			1966			1967			1968			1969		
		MF	F	%F	MF	F	%F	MF	F	%F	MF	F	%F	MF	F	%F
Argentina	public	2 692 615	1 302 780	48	2 752 423	1 334 786	48	2 741 636	1 326 180	48	2 742 041	1 326 541	48	2 822 553	1 370 502	49
	private	432 255	234 478	54	439 579	241 067	55	464 989	252 232	54	496 895	266 641	54	523 034	284 364	54
Australia[1]	public	1 289 572	619 330	48	1 327 880	637 340	48	1 364 036	655 045	48	1 392 721	668 827	48	-	-	-
	private	377 059	189 872	50	375 672	189 035	50	376 485	189 240	50	375 339	188 722	50	-	-	-
Byelorussian SSR[2]	public	[3]1 638 224	-	-	[3]1 626 648	-	-	1 489 694	-	-	1 519 634	-	-	1 532 595	-	-
	private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cyprus[4]	public	71 732	34 900	49	72 171	35 071	49	71 496	34 844	49	70 832	34 307	49	70 352	34 108	48
	private	459	314	68	762	422	55	898	439	49	913	491	54	884	444	50
Czechoslovakia	public	2 221 160	1 069 522	48	2 164 432	1 048 003	48	2 109 183	1 019 571	48	2 052 526	992 513	48	2 002 053	981 688	49
	private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
France	public	4 715 146	2 250 232	48	4 652 680	2 222 506	48	4 589 060	2 194 421	48	4 448 205	2 129 593	48	4 322 296	2 075 763	48
	private	808 681	446 862	55	782 381	429 251	54	746 982	408 865	55	715 370	389 155	54	697 541	376 345	54
Hungary	public	1 413 512	683 500	48	1 380 286	668 261	48	1 331 079	639 475	48	1 254 745	606 153	48	1 177 887	568 408	48
	private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Iraq	public	943 540	278 269	29	956 903	277 707	29	967 003	283 353	29	991 251	288 666	29	1 014 827	295 201	29
	private	20 787	7 239	35	20 679	7 826	38	23 715	9 045	38	25 799	9 923	38	26 141	9 590	37
Korea, Rep. of	public	4 916 527	2 339 317	48	5 127 516	-	-	5 333 237	2 540 083	48	5 491 175	2 620 024	48	5 561 923	2 657 516	48
	private	24 818	11 583	47	37 974	-	-	49 263	21 383	43	57 402	24 402	43	60 893	25 913	43
Panama	public	193 037	92 696	48	199 583	95 506	48	206 685	99 038	48	208 817	100 257	48	224 211	107 465	48
	private	10 392	5 403	52	11 045	5 689	52	11 790	6 119	52	13 696	7 388	54	14 382	7 447	52
Poland[5]	public	5 177 634	2 489 789	48	5 527 986	2 701 745	49	5 706 270	2 759 946	48	5 443 132	2 621 728	48	5 443 132	2 621 728	48
	private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Senegal	public	190 113	67 642	36	200 514	72 675	36	216 584	80 383	37	223 158	83 278	37	-	-	-
	private	28 682	11 783	41	30 632	12 401	40	32 165	13 082	41	32 335	13 286	41	-	-	-
Syria[6]	public	633 966	194 054	31	669 341	211 416	32	705 379	228 173	32	757 542	252 434	33	790 083	272 445	34
	private	71 989	31 041	43	73 635	31 783	43	62 516	26 859	43	55 683	24 469	44	55 047	24 302	44
Ukrainian SSR	public	6 394 300	-	-	6 503 800	-	-	6 610 100	-	-	6 666 700	-	-	6 675 000	-	-
	private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
United Kingdom Scotland	public	592 289	289 597	49	597 247	291 857	49	605 845	295 901	49	613 883	300 192	49	622 490	304 325	49
	private	17 313	8 441	49	18 835	14 585	52	18 935	14 651	52	18 764	14 475	51	16 796	8 124	48

2.B FIRST LEVEL Public and private enrolment by sex (continued)

Country		1965			1966			1967			1968			1969		
		MF	F	%F	MF	F	%F	MF	F	%F	MF	F	%F	MF	F	%F
Uruguay	public	274 295	-	-	295 190	140 532	48	-	-	-	299 916	-	-			
	private	60 794	-	-	70 407	38 037	54	-	-	-	69 900	37 544	54			
U S.S.R.	public	38 343 000	18 404 000	48	39 058 000	18 937 000	48	39 746 000	19 269 000	48	40 310 000	19 543 000	48	40 483 000	-	-
	private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
United Kingdom territories	public	84 418	41 110	49	85 020	41 395	49	83 436	41 211	49	80 511	40 028	50	80 478	40 175	50
Hong Kong	private	552 037	256 869	47	576 937	270 249	47	612 740	287 588	47	645 161	302 890	47	665 951	313 368	47
Gilbert & Ellice Islands[8]	public	2 022	804	40	2 213	920	42	2 006	904	45	2 920	1 297	44	4 259	-	-
	private	10 546	5 333	51	10 541	5 283	50	10 570	5 319	50	10 372	5 189	50	9 606	-	-
Solomon Islands	public	874	252	29	1 032	325	31	1 214	360	30	1 571	480	31			
	private	20 066	7 730	39	22 316	8 687	39	23 164	9 128	39	20 073	7 381	37			

Notes:
1. Including kindergarten grades and special education.
2. Including special education.
3. Including general education at the second level.
4. Not including Turkish schools.
5. Data for 1965 refer to grades I-VII, for following years to grades I-VIII.
6. Including UNRWA schools.
7. Not including unaided schools.
8. Including senior departments of all-age schools.

3.A SECOND LEVEL Enrolment by sex and type of education

Country	Year	Total			General			Vocational			Teacher-training		
		MF	F	%F	MF	F	%F	MF	F	%F	MF	F	%F
Argentina	1965	795 477	417 458	52	184 955	68 096	37	425 588	188 026	44	184 934	161 536	87
	1966	823 257	435 167	53	183 083	69 239	38	446 747	197 742	44	193 427	168 186	87
	1967	847 896	444 661	52	189 754	71 222	38	454 743	196 547	43	203 399	176 892	87
	1968	887 236	466 561	52	197 571	75 640	38	485 724	213 728	44	203 941	177 193	87
	1969	924 806	486 130	53	211 537	85 624	40	519 079	233 542	45	194 190	166 964	86
Australia[1]	1965	909 046	-	-	771 046	368 579	48	138 000	-	-	-	-	-
	1966	946 678	-	-	800 778	378 325	47	145 900	-	-	-	-	-
	1967	1 001 418	-	-	847 818	404 161	48	153 600	-	-	-	-	-
	1968	1 080 524	-	-	890 539	425 127	48	189 985	47 900	25	-	-	-
	1969	-	-	-	-	-	-	-	-	-	-	-	-
Byelorussian SSR[2] [3]	1965	-	-	-	[4]	-	-	122 065	-	-	-	-	-
	1966	-	-	-	[4]	-	-	134 754	-	-	-	-	-
	1967	317 257	-	-	179 257	-	-	138 000	-	-	(7 947)	-	-
	1968	319 507	-	-	179 005	-	-	140 502	-	-	(8 158)	-	-
	1969	331 774	-	-	187 386	-	-	144 388	-	-	(9 018)	-	-
Ceylon	1965	-	-	-	340 600	-	-	-	-	-	5 302	1 855	35
	1966	-	-	-	346 900	-	-	-	-	-	5 306	1 855	35
	1967	355 640	-	-	345 800	-	-	(1)4 270	-	-	5 570	1 998	36
	1968	366 556	-	-	355 100	-	-	(1)5 756	-	-	5 700	-	-
	1969	355 665	-	-	342 300	-	-	(1)7 565	-	-	5 800	-	-
	(1) Technical institutes under the Ministry of Education only												
Cyprus[5]	1965	32 869	13 841	42	29 062	13 379	46	3 807	462	12	-	-	-
	1966	33 889	14 452	43	29 782	14 094	47	4 107	358	9	-	-	-
	1967	35 609	15 433	43	31 466	15 055	48	4 143	378	9	-	-	-
	1968	37 489	16 463	44	33 134	16 067	48	4 355	396	9	-	-	-
	1969	39 221	17 695	45	35 003	17 243	49	4 218	452	11	-	-	-
Czechoslovakia	1965	398 030	216 329	54	100 402	66 318	66	287 325	139 947	49	10 303	10 064	98
	1966	387 009	209 704	54	99 835	65 387	65	277 585	135 059	49	9 589	9 258	97
	1967	374 289	206 978	55	97 865	63 327	65	267 483	135 054	50	8 941	8 597	96
	1968	377 603	211 581	56	98 918	63 541	64	270 208	139 967	52	8 477	8 073	95
	1969	381 380	219 003	57	98 706	63 130	62	274 178	147 783	54	8 496	8 090	95
France	1965	3 259 336	1 690 005	52	2 455 269	1 275 820	52	772 160	396 743	51	31 907	17 442	55
	1966	3 370 475	1 744 753	52	2 534 494	1 326 674	52	804 688	401 064	50	31 293	17 015	54
	1967	3 565 677	1 839 248	52	2 649 005	1 389 055	52	887 155	434 121	49	29 517	16 072	54
	1968	3 870 333	1 986 905	51	2 879 264	1 500 144	52	962 670	471 378	49	28 399	15 383	54
	1969	4 106 647	2 106 570	51	3 121 810	1 621 933	52	953 609	467 600	49	31 228	17 037	55
Hungary	1965	408 972	-	-	146 900	97 380	66	262 072	-	-	-	-	-
	1966	413 898	-	-	136 154	91 465	67	277 744	-	-	-	-	-
	1967	422 250	-	-	129 110	87 326	68	293 140	-	-	-	-	-
	1968	440 493	182 513	41	125 616	84 594	67	314 877	97 919	31	-	-	-
	1969	454 552	188 371	41	124 220	83 679	67	330 332	104 692	32	-	-	-

5.A SECOND LEVEL Enrolment by sex and type of education (continued)

Country	Year	Total			General			Vocational			Teacher-training		
		MF	F	%F	MF	F	%F	MF	F	%F	MF	F	%F
Iraq	1965	254 451	60 421	24	241 065	54 283	23	7 626	3 797	50	5 760	2 341	41
	1966	260 296	63 948	25	243 435	55 976	23	8 632	4 423	51	8 229	3 549	43
	1967	279 266	71 393	26	254 033	60 952	24	10 217	4 568	45	15 016	5 873	39
	1968	307 178	78 539	26	285 721	70 577	25	10 596	3 758	35	10 861	4 204	39
	1969	316 230	89 528	28	302 611	85 365	28	9 994	2 459	25	3 625	1 704	47
Korea, Rep. of	1965	1 201 197	422 455	35	1 005 436	374 990	37	195 771	47 465	24	-	-	-
	1966	1 280 118	457 733	36	1 081 919	407 556	38	198 199	50 177	25	-	-	-
	1967	1 375 019	460 198	33	1 171 022	447 935	38	203 997	52 263	26	-	-	-
	1968	1 519 343	557 849	37	1 287 106	495 305	38	232 237	62 544	27	-	-	-
	1969	1 701 301	635 704	37	1 441 700	563 442	39	259 601	72 262	28	-	-	-
Panama	1965	57 043	30 055	53	34 608	17 316	50	21 044	11 626	55	1 391	1 113	80
	1966	60 238	31 710	53	37 652	19 002	50	21 273	11 662	55	1 313	1 046	80
	1967	63 750	33 523	53	39 811	20 149	51	22 662	12 360	55	1 277	1 014	79
	1968	68 318	36 024	53	44 179	22 668	51	22 829	12 316	54	1 310	1 040	79
	1969	70 851	37 132	52	46 196	23 229	50	22 929	12 519	55	1 726	1 384	80
Poland[6]	1965	1 491 613	812 591	54	426 846	292 359	68	986 389	458 918	47	78 378	61 314	78
	1966	1 327 163	714 098	54	322 706	222 272	69	935 790	438 339	47	68 667	53 487	78
	1967	1 194 317	668 441	56	306 135	213 463	70	828 395	408 520	49	59 787	46 458	78
	1968	1 208 585	693 928	57	311 153	220 079	71	846 802	434 449	51	50 630	39 400	78
	1969	1 254 757	724 604	58	309 706	221 131	71	905 781	472 587	52	39 270	30 886	79
Senegal	1965	34 644	9 210	27	25 574	6 656	26	8 244	2 312	28	826	242	29
	1966	42 361	11 163	26	30 270	7 996	26	11 270	2 887	26	821	280	34
	1967	-	-	-	38 015	10 157	27	10 608	-	-	-	-	-
	1968	-	-	-	42 228	10 856	26	-	-	-	-	-	-
	1969	-	-	-	-	-	-	-	-	-	-	-	-
Syria[7]	1965	198 430	43 089	22	183 186	39 686	22	8 206	1 082	13	7 038	2 323	33
	1966	207 215	48 562	23	192 757	45 357	24	6 994	768	11	7 464	2 437	33
	1967	228 500	52 510	23	214 536	49 764	23	7 688	799	10	6 276	1 947	31
	1968	257 745	62 308	24	242 917	59 396	24	9 972	1 201	12	4 856	1 711	35
	1969	295 717	73 929	25	281 254	71 572	25	10 445	951	9	4 018	1 406	35
Turkey	1965	706 014	-	-	514 338	-	-	133 750	39 292	29	57 926	20 710	36
	1966	848 186	238 379	28	655 251	174 374	27	138 466	40 136	29	54 469	23 869	44
	1967	959 694	267 381	28	755 671	200 581	27	146 235	41 191	28	57 788	25 609	44
	1968	1 063 566	298 478	28	849 533	227 359	27	153 457	43 512	28	60 576	27 607	46
	1969	1 185 633	336 633	28	959 401	260 158	27	163 263	47 359	29	62 969	29 116	46
Ukrainian SSR[3]	1965	1 634 020	-	-	988 100	-	-	[2]645 920	[2]305 028	[2]47	(29 691)	(23 870)	(80)
	1966	1 523 400	-	-	804 700	-	-	[2]718 711	[2]350 000	[2]49	(33 074)	-	-
	1967	1 585 871	-	-	830 200	-	-	[2]755 671	[2]382 370	[2]51	(35 341)	(29 260)	(83)
	1968	1 610 964	-	-	824 700	-	-	[2]786 264	[2]408 860	[2]52	(37 533)	(31 150)	(83)
	1969	1 615 962	-	-	826 400	-	-	[2]789 562	-	-	(39 632)	-	-
United Kingdom Scotland	1965	292 013	142 023	49	292 013	142 023	49	-	-	-	-	-	-
	[8]1966	288 054	141 435	49	288 054	141 435	49	-	-	-	-	-	-
	[8]1967	295 625	145 301	49	295 625	145 301	49	-	-	-	-	-	-
	[8]1968	307 185	151 089	49	307 185	151 089	49	-	-	-	-	-	-
	1969	324 953	158 336	49	324 953	158 336	49	-	-	-	-	-	-

3.A SECOND LEVEL Enrolment by sex and type of education (continued)

Country	Year	Total			General			Vocational			Teacher-training		
		MF	F	%F	MF	F	%F	MF	F	%F	MF	F	%F
Uruguay	1965	123 025	-	-	91 721	47 960	52	26 298	-	-	4 996	4 456	89
	1966	135 852	71 318	53	100 062	53 099	53	29 066	12 368	43	6 724	5 851	87
	1967	148 471	78 016	53	108 989	58 466	54	31 614	12 726	40	7 868	6 824	87
	1968	160 693	84 642	53	118 082	64 227	54	35 648	14 518	41	6 963	5 897	85
	1969	-	-	-	123 426	69 003	56	-	-	-	7 049	-	-
U.S.S.R.	1965	8 459 300	-	-	4 800 000	-	-	[3] 659 300	[1] 825 300	[5]50	(239 600)	(219 600)	(92)
	1966	8 179 800	4 364 800	53	4 186 000	2 328 000	56	[3] 993 800	[2] 036 800	[5]51	(327 000)	-	-
	1967	8 567 600	-	-	4 401 000	-	-	[4] 166 600	[2] 166 600	[5]52	(339 500)	-	-
	1968	8 701 500	-	-	4 440 000	-	-	[4] 261 500	[2] 301 200	[5]54	(339 100)	-	-
	1969	8 857 700	-	-	4 556 000	-	-	[4] 301 700	[2] 322 900	[5]54	(341 700)	-	-
United Kingdom territories	1965	195 802	82 632	42	184 365	78 779	43	11 437	3 853	34	-	-	-
Hong Kong	1966	217 733	92 157	43	206 075	88 123	43	11 658	4 034	35	-	-	-
	1967	231 625	98 959	43	219 686	94 646	43	11 939	4 313	36	-	-	-
	1968	248 677	106 443	43	236 054	101 842	43	12 623	4 601	36	-	-	-
	1969	254 617	107 903	42	241 234	103 235	43	13 383	4 668	35	-	-	-
Gilbert & Ellice Islands	1965	868	308	35	779	292	37	-	-	-	89	16	18
	[2]1966	812	344	42	734	311	42	15	14	93	63	19	30
	[2]1967	1 148	472	41	951	431	45	108	15	14	89	26	29
	[8]1968	740	276	37	533	223	42	119	23	19	88	30	34
	[2]1969	804	305	38	581	245	42	124	30	24	99	30	30
Solomon Islands	1965	-	-	-	325	32	10	-	-	-	86	37	43
	1966	-	-	-	430	29	7	-	-	-	108	40	37
	1967	915	191	21	589	108	18	212	48	23	114	35	31
	1968	1 158	294	25	749	166	22	299	93	31	110	35	32
	1969	-	-	-	897	205	23	-	-	-	116	36	31

Notes:
1. Prior to 1968, data on vocational education refer to public technical schools only. In 1968, the structure of vocational education in Australia was changed and data refer also to private education as well as to second level courses held at the Colleges of Advanced Education.
2. Including evening and correspondence courses.
3. Data on teacher training are already included in vocational.
4. Data are included in first level.
5. Not including Turkish schools.
6. For 1965, data on general education refer to grades VIII-XI, for following years to grades IX-XI.
7. Including UNRWA schools.
8. Government maintained and aided schools only.
9. Not including senior departments of all-age schools.

5.B SECOND LEVEL Public and private enrolment by sex

Country	Year		Total			General			Vocational			Teacher training		
			MF	F	%F	MF	F	%F	MF	F	%F	MF	F	%F
Argentina	1965	public	544 156	263 546	48	109 805	43 113	39	345 093	149 851	43	89 240	70 582	79
		private	251 341	153 912	61	75 152	24 983	33	80 495	38 175	47	95 694	90 754	95
	1966	public	557 829	272 685	49	105 969	42 682	40	359 601	157 124	44	92 259	72 879	79
		private	265 428	162 482	61	77 114	26 557	34	87 146	40 618	47	101 168	95 307	94
	1967	public	567 303	273 610	48	109 612	44 914	41	362 861	153 922	42	94 830	74 774	79
		private	280 595	171 051	61	80 142	26 308	33	91 882	42 625	46	108 569	102 118	94
	1968	public	593 520	288 798	49	115 461	47 205	42	383 133	165 123	43	96 726	76 470	79
		private	293 916	190 744	65	84 110	28 255	34	102 591	61 766	60	107 215	100 723	94
	1969	public	615 268	300 968	49	116 169	50 182	43	406 478	178 133	44	92 621	72 653	78
		private	309 538	185 162	60	95 368	35 442	37	112 601	55 409	49	101 569	94 311	93
Australia	1965	public	705 548	-	-	567 548	264 084	47	138 000	-	-	-	-	-
		private	-	-	-	203 498	104 495	51	-	-	-	-	-	-
	1966	public	739 283	-	-	593 383	275 930	47	145 900	-	-	-	-	-
		private	-	-	-	207 395	102 395	49	-	-	-	-	-	-
	1967	public	783 136	-	-	629 536	292 720	46	153 600	-	-	-	-	-
		private	-	-	-	218 282	111 441	51	-	-	-	-	-	-
	1968	public	828 286	-	-	664 786	310 279	47	163 500	-	-	-	-	-
		private	252 238	-	-	225 753	114 848	51	26 485	-	-	-	-	-
	1969	public	-	-	-	-	-	-	-	-	-	-	-	-
		private	-	-	-	-	-	-	-	-	-	-	-	-
Byelorussian SSR[1]														
Cyprus[2]	1965	public	25 920	10 285	40	22 113	9 825	44	3 807	462	12	-	-	-
		private	6 949	3 556	51	6 949	3 586	51	-	-	-	-	-	-
	1966	public	24 957	9 935	40	20 850	9 577	46	4 107	358	9	-	-	-
		private	8 932	4 517	51	8 932	4 517	51	-	-	-	-	-	-
	1967	public	25 511	10 522	41	21 368	10 144	47	4 143	378	9	-	-	-
		private	10 098	4 911	49	10 098	4 911	49	-	-	-	-	-	-
	1968	public	25 807	10 855	42	21 452	10 457	49	4 355	396	9	-	-	-
		private	11 682	5 630	48	11 682	5 630	48	-	-	-	-	-	-
	1969	public	26 429	11 486	43	22 211	11 034	50	4 218	452	11	-	-	-
		private	12 792	6 209	49	12 792	6 209	49	-	-	-	-	-	-
Czechoslovakia[1]														
France	1965	public	2 468 447	1 225 503	50	1 896 397	977 387	52	540 143	230 474	43	31 907	17 442	55
		private	790 889	464 702	59	558 872	298 433	53	232 017	166 269	72	-	-	-
	1966	public	2 563 252	1 241 328	48	1 954 970	1 016 631	52	576 989	207 682	36	31 293	17 015	54
		private	807 223	505 425	62	579 524	310 043	53	227 699	193 382	85	-	-	-
	1967	public	2 748 024	1 363 757	50	2 054 374	1 067 615	52	664 133	280 070	42	29 517	16 072	54
		private	817 653	474 491	58	594 631	320 440	54	223 022	154 051	69	-	-	-
	1968	public	3 022 733	1 498 143	50	2 257 701	1 168 260	52	736 633	314 500	43	28 399	15 383	54
		private	847 600	488 762	58	621 563	331 884	53	226 037	156 878	69	-	-	-
	1969	public	3 246 379	1 620 933	50	2 487 163	1 285 109	52	727 988	318 787	44	31 228	17 037	55
		private	860 268	485 637	56	634 647	336 824	53	225 621	148 813	66	-	-	-

3.B SECOND LEVEL Public and private enrolment by sex (continued)

Country	Year		Total			General			Vocational			Teacher training		
			MF	F	%F	MF	F	%F	MF	F	%F	MF	F	%F
Iraq	1965	public	-	-	-	183 482	48 291	26	7 626	3 797	50	-	-	-
		private	-	-	-	57 583	5 992	10	-	-	-	-	-	-
	1966	public	-	-	-	189 674	49 433	26	8 632	4 423	51	-	-	-
		private	-	-	-	53 766	6 543	12	-	-	-	-	-	-
	1967	public	-	-	-	204 379	54 366	27	10 217	4 568	45	-	-	-
		private	-	-	-	49 654	6 586	13	-	-	-	-	-	-
	1968	public	-	-	-	237 719	65 618	28	10 596	3 758	35	-	-	-
		private	-	-	-	48 002	4 959	10	-	-	-	-	-	-
	1969	public	-	-	-	274 035	80 187	29	9 994	2 459	25	-	-	-
		private	-	-	-	28 576	5 178	18	-	-	-	-	-	-
Korea, Rep. of	1965	public	-	-	-	522 763	179 628	34	-	-	-	-	-	-
		private	-	-	-	482 673	195 362	40	-	-	-	-	-	-
	1966	public	-	-	-	549 924	188 493	34	-	-	-	-	-	-
		private	-	-	-	531 995	219 063	41	-	-	-	-	-	-
	1967	public	-	-	-	573 899	198 753	35	-	-	-	-	-	-
		private	-	-	-	597 123	249 182	42	-	-	-	-	-	-
	1968	public	-	-	-	616 245	216 316	35	-	-	-	-	-	-
		private	-	-	-	670 861	278 989	42	-	-	-	-	-	-
	1969	public	-	-	-	691 540	248 952	36	-	-	-	-	-	-
		private	-	-	-	750 160	314 490	42	-	-	-	-	-	-
Panama	1965	public	32 482	17 076	53	26 621	13 592	51	4 470	2 371	53	1 391	1 113	80
		private	24 561	12 979	53	7 987	3 724	47	16 574	9 255	56	-	-	-
	1966	public	35 885	18 848	53	29 323	15 149	52	5 249	2 653	51	1 313	1 046	80
		private	24 353	12 862	53	8 329	3 853	46	16 024	9 009	56	-	-	-
	1967	public	37 169	19 350	52	30 931	15 986	52	4 961	2 350	47	1 277	1 014	79
		private	26 581	14 173	53	8 880	4 163	47	17 701	10 010	57	-	-	-
	1968	public	41 213	21 501	52	34 877	17 839	51	5 026	2 622	52	1 310	1 040	79
		private	27 105	14 523	54	9 302	4 829	52	17 803	9 694	54	-	-	-
	1969	public	45 133	23 570	52	37 038	18 972	51	6 369	3 214	50	1 726	1 384	80
		private	25 718	13 562	53	9 158	4 257	46	16 560	9 305	56	-	-	-
Senegal	1965	public	-	-	-	24 270	6 105	25	6 632	1 399	21	-	-	-
		private	-	-	-	1 304	551	42	1 612	913	57	-	-	-
	1966	public	-	-	-	-	-	-	-	-	-	-	-	-
		private	-	-	-	-	-	-	-	-	-	-	-	-
	1967	public	-	-	-	28 095	7 023	25	8 412	-	-	-	-	-
		private	-	-	-	9 920	3 134	32	2 196	-	-	-	-	-
	1968	public	-	-	-	33 404	8 053	24	-	-	-	-	-	-
		private	-	-	-	8 824	2 803	32	-	-	-	-	-	-
	1969	public	-	-	-	-	-	-	-	-	-	-	-	-
		private	-	-	-	-	-	-	-	-	-	-	-	-

3.B SECOND LEVEL Public and private enrolment by sex (continued)

Country	Year		Total			General			Vocational			Teacher training		
			MF	F	%F	MF	F	%F	MF	F	%F	MF	F	%F
Syria[3]	1965	public	123 838	27 928	14	109 346	24 617	23	7 454	988	13	7 038	2 323	33
		private	74 592	15 163	20	73 840	15 069	20	752	94	13	-	-	-
	1966	public	137 245	32 192	23	123 401	29 082	24	6 380	673	11	7 464	2 437	33
		private	69 970	16 370	23	69 356	16 275	23	614	95	15	-	-	-
	1967	public	151 849	35 911	24	138 056	33 244	24	7 517	720	10	6 276	1 947	31
		private	76 651	16 599	22	76 480	16 520	22	171	79	46	-	-	-
	1968	public	195 935	48 810	25	181 225	45 898	25	9 854	1 201	12	4 856	1 711	35
		private	61 810	13 498	22	61 692	13 498	22	118	-	-	-	-	-
	1969	public	248 682	62 525	25	234 313	60 187	26	10 351	932	9	4 018	1 406	35
		private	47 035	11 404	24	46 941	11 385	24	94	19	20	-	-	-
Turkey	1965	public	-	-	-	-	-	-	132 010	38 892	29	57 926	20 710	36
		private	-	-	-	-	-	-	1 740	400	23	-	-	-
	1966	public	-	-	-	-	-	-	-	-	-	54 469	23 869	44
		private	-	-	-	-	-	-	-	-	-	-	-	-
	1967	public	917 542	250 294	27	715 540	184 008	26	144 214	40 677	28	57 788	25 609	44
		private	42 152	17 087	41	40 131	16 573	41	2 021	514	25	-	-	-
	1968	public	1 019 758	280 379	27	807 867	209 780	26	151 315	42 992	28	60 576	27 607	46
		private	43 808	18 099	41	41 666	17 579	42	2 142	520	24	-	-	-
	1969	public	1 140 944	317 928	28	916 167	241 974	26	161 808	46 838	29	62 969	29 116	46
		private	44 689	18 705	42	43 234	18 184	42	1 455	521	36	-	-	-
Ukrainian SSR[1]														
United Kingdom Scotland	1965	public	271 035	133 571	49	271 035	133 571	49	-	-	-	-	-	-
		private	20 978	8 452	40	20 978	8 452	40	-	-	-	-	-	-
	1966	public	275 360	135 886	49	275 360	135 886	49	-	-	-	-	-	-
		[4]private	12 694	5 549	43	12 694	5 549	43	-	-	-	-	-	-
	1967	public	282 718	139 714	49	282 718	139 714	49	-	-	-	-	-	-
		[4]private	12 907	5 587	43	12 907	5 587	43	-	-	-	-	-	-
	1968	public	294 321	145 514	49	294 321	145 514	49	-	-	-	-	-	-
		[4]private	12 864	5 575	43	12 864	5 575	43	-	-	-	-	-	-
	1969	public	304 032	150 057	49	304 032	150 057	49	-	-	-	-	-	-
		private	20 921	8 279	40	20 921	8 279	40	-	-	-	-	-	-
U S.S.R.[1]														
United Kingdom territories	1965	public	17 877	7 649	43	13 214	6 356	48	4 663	1 293	28	-	-	-
		private	177 925	74 983	42	171 151	72 423	42	6 774	2 560	38	-	-	-
Hong Kong	1966	public	18 863	8 606	46	14 240	7 251	51	4 623	1 355	29	-	-	-
		private	198 870	83 551	42	191 835	80 872	42	7 035	2 679	38	-	-	-
	1967	public	19 747	9 449	48	15 161	8 020	53	4 586	1 429	31	-	-	-
		private	211 878	89 510	42	204 525	86 626	42	7 353	2 884	39	-	-	-
	1968	public	20 071	9 859	49	15 498	8 405	54	4 573	1 454	32	-	-	-
		private	228 606	96 584	42	220 556	93 437	42	8 050	3 147	39	-	-	-
	1969	public	20 273	10 155	50	15 828	8 718	55	4 445	1 437	32	-	-	-
		private	234 344	97 748	42	225 406	94 517	42	8 938	3 231	36	-	-	-

3.B SECOND LEVEL Public and private enrolment by sex (continued)

Country	Year		Total			General			Vocational			Teacher training		
			MF	F	%F	MF	F	%F	MF	F	%F	MF	F	%F
Gilbert & Ellice Islands	1965	public	217	83	38	183	67	37	-	-	-	34	16	47
		private	651	225	35	596	225	38	-	-	-	55	-	-
	5 1966	public	-	-	-	554	218	39	-	-	-	36	19	52
		private	-	-	-	180	93	52	-	-	-	27	-	-
	5 1967	public	-	-	-	651	267	41	-	-	-	59	26	44
		private	-	-	-	300	164	55	-	-	-	30	-	-
	5 1968	public	-	-	-	223	81	36	-	-	-	58	30	52
		private	-	-	-	310	142	46	-	-	-	30	-	-
	5 1969	public	355	156	44	252	96	38	44	30	68	59	30	51
		private	449	149	33	329	149	45	80	-	-	40	-	-
Solomon Islands	1965	public	-	-	-	113	-	-	-	-	-	60	11	18
		private	-	-	-	212	32	15	-	-	-	26	26	100
	1966	public	-	-	-	156	5	3	-	-	-	84	16	19
		private	-	-	-	274	24	9	-	-	-	24	24	100
	1967	public	-	-	-	221	39	18	-	-	-	91	12	13
		private	-	-	-	368	69	19	-	-	-	23	23	100
	1968	public	-	-	-	258	64	25	-	-	-	98	23	23
		private	-	-	-	491	102	21	-	-	-	12	12	100
	1969	public	-	-	-	-	-	-	-	-	-	-	-	-
		private	-	-	-	-	-	-	-	-	-	-	-	-

Notes:
1. All education is public.
2. Not including Turkish schools.
3. Private education includes UNRWA schools.
4. Not including unaided schools.
5. Not including senior departments of all-age schools.

5.A SCHOOL ENROLMENT RATIOS (The relevant age-group is shown in brackets)

Country	Year	First and second level		First level		Second level		Third level	
		MF	F	MF	F	MF	F	MF	F
Argentina		(5-16)		(5-11)		(12-16)		(20-24)	
	1965	75	76	100	101	38	40	14	11
	1966	76	78	102	103	39	42	14	11
	1967	76	78	101	102	39	42	14	11
	1968	77	78	101	102	41	44	14	12
	1969	79	81	104	105	42	45	14	12
Australia[1,2]		(5-17)		(5-11)		(12-17)		(20-24)	
	1965	91	85	106	106	72	60[3]	16	8
	1966	92	86	107	106	74	59[3]	17	10
	1967	93	87	107	106	77	63[3]	17	11
	1968	96	91	107	106	81	73	17[4]	12
Ceylon		(5-16)						(20-24)	
	1965	74	68	-	-	-	-	2[1]	1
	1966	74	70	-	-	-	-	1	1
	1967	73	70	-	-	-	-	1	1
	1968	75	-	-	-	-	-	1	1
Cyprus[5]		(6-17)		(6-11)		(12-17)		(20-24)	
	1965	65	62	86	84	42	37	0.6	0.5
	1966	67	64	87	85	45	39	0.7	0.9
	1967	68	65	87	85	47	42	0.7	0.8
	1968	69	66	86	84	50	45	0.8	0.9
	1969	70	68	86	84	52	49	1.1	1.0
Czechoslovakia		(6-18)		(6-14)		(15-18)		(20-24)	
	1965	80	77	98	97	39	43	14	11
	1966	79	80	98	97	37	41	13	10
	1967	78	79	97	96	36	41	12	9
	1968	77	78	97	96	37	42	12	9
	1969	77	78	96	97	37	43	11	8

5.A SCHOOL ENROLMENT RATIOS (The relevant age-group is shown in brackets) (continued)

Country	Year	First and second level		First level		Second level		Third level	
		MF	F	MF	F	MF	F	MF	F
France		(6-17)		(6-10)		(11-17)		(20-24)	
	1965	88	90	135	134	56	59	14[6]	12
	1966	88	90	132	131	58	61	15[6]	13
	1967	88	91	129	128	62	64	15[6]	13
	1968	90	92	124	124	66	69	16[6]	-
	1969	91	93	120	120	70	74	16[6]	-
Hungary		(6-17)		(6-13)		(14-17)		(20-24)	
	1965	87	80	101	100	60	41[7]	7	6
	1966	88	80	103	102	59	39[7]	7	6
	1967	87	79	103	102	59	39[7]	7	6
	1968	87	83	102	101	61	51	7	6
	1969	85	81	100	99	61	52	7	6
Iraq		(7-18)		(7-12)		(13-18)		(20-24)	
	1965	50	29	72	43	23	11	4	2
	1966	49	28	71	42	23	12	4	2
	1967	49	29	69	42	24	13	5	2
	1968	49	29	69	41	26	13	6	3
	1969	49	29	68	41	26	15	5	2
Korea, Rep. of		(6-17)		(6-11)		(12-17)		(20-24)	
	1965	72	67	100	97	34	25	6	3
	1966	73	68	102	99	34	25	7	-
	1967	74	68	104	101	35	25	7	4
	1968	75	69	105	102	36	28	7	4
	1969	75	69	104	101	38	30	7	4
Panama		(7-18)		(7-12)		(13-18)		(20-24)	
	1965	73	72	105	102	34	36	7	6
	1966	73	73	105	104	35	37	7	7
	1967	74	73	104	102	37	38	8	8
	1968	74	74	103	102	38	40	9	-
	1969	76	76	106	104	39	42	6	6

5.A SCHOOL ENROLMENT RATIOS (The relevant age-group is shown in brackets) (continued)

Country	Year	First and second level		First level		Second level		Third level	
		MF	F	MF	F	MF	F	MF	F
Poland[8]		(7-19)		(7-14)		(15-19)		(20-24)	
	1965	83	84	105	103	48	53	13[9]	10
	1966	80	82	100	100	44	49	13[9]	10
	1967	81	82	105	104	38	44	13[9]	10
	1968	80	81	105	104	37	44	12[9]	10
	1969	78	80	104	102	38	44	12[9]	10
United Kingdom Scotland		(5-17)		(5-11)		(12-17)		(20-24)	
	1965	81	81	100	100	59	58	14	11
	1966	81	81	98	98	60	60	15	12
	1967	82	82	97	98	62	62	15	12
	1968	83	83	97	97	64	65	15	12
	1969	85	85	98	99	68	67	15	12
Senegal		(6-18)		(6-11)		(12-18)		(20-24)	
	1965	24	17	40	29	7	3	1	0.3
	1966	25	17	42	30	8	4	1	0.3
	1967	27	19	44	33	9	4[3,10]	1	0.4
	1968	-	-	44	33	-	-	0.9	0.3
Syria[11]		(6-17)		(6-11)		(12-17)		(20-24)	
	1965	57	35	80	52	28	12	8	3
	1966	58	37	81	55	29	14	7	3
	1967	58	37	81	55	30	14	7	3
	1968	61	39	83	57	33	16	7	3
	1969	62	42	83	60	36	19	8	3
Turkey		(7-17)		(7-11)		(12-17)		(20-24)	
	1965	58	-	102	-	17	-	4	2
	1966	61	49	106	88	20	12	5	2
	1967	64	51	109	91	22	13	5	2
	1968	67	[illegible]	112	95	24	14	6	2
	1969	68	55	112	95	26	15	7	2

5.A SCHOOL ENROLMENT RATIOS (The relevant age-group is shown in brackets) (continued)

Country	Year	First and second level		First level		Second level		Third level	
		MF	F	MF	F	MF	F	MF	F
Uruguay		(6-17)		(6-11)		(12-17)		(20-24)	
	1965	80	-	116	-	46	47	9	-
	1966	86	87	119	117	49	52	-	-
	1967	87	89	118	118	53	56	-	-
	1968	89	90	118	118	56	60	9	-
U.S.S.R.		(7-17)		(7-14)		(15-17)		(20-24)	
	1965	-	-	104	-	-	-	30	27
	1966	95	95	104	103	65[9]	71	29	27
	1967	95	-	105	-	67[9]	-	29	27
	1968	96	-	106	-	66[9]	-	28	25
	1969	95	-	105	-	67[9]	-	27	-
United Kingdom territories									
Hong Kong		(6-17)		(6-11)		(12-17)		(20-24)	
	1965	75	69	106	97	39	34	5	4
	1966	78	75	109	107	42	37	5	4
	1967	81	78	113	111	43	39	4	4
	1968	83	80	117	115	45	40	5	4
	1969	84	80	119	117	45	40	6	6
Gilbert & Ellice Islands		(5-19)13/15		(5-14)8/10		(15-19)5/5		(20-24)	
	1965	81	-	112	111	15	13	-	-
	1966[12]	80	-	111	110	15	13	-	-
	1967[12]	78	-	106	107	20	18	-	-
	1968[12]	-	-	109	109	-	-	-	-
	1969[12]	80	-	111	-	18	-	-	-
Solomon Islands		(5-19)13/15		(5-14)7/10		(15-19)6/5		(20-24)	
	1965	52	41	86	68	30	8	-	-
	1966	56	44	93	74	31	8	-	-
	1967	58	45	94	75	52	22	-	-
	1968	51	38	81	61	64	33	-	-

5.A SCHOOL ENROLMENT RATIOS (The relevant age-group is shown in brackets) (continued)

Country	Year	First and second level		First level		Second level		Third level	
		MF	F	MF	F	MF	F	MF	F
Solomon Islands (continued)		(5-19)13/15		(5-14)7/10		(15-19)6/5		(20-24)	
	1969	49	37	78	60	55	27	-	-
	1970	48	37	74	56	74	15	-	-

Notes:
1. Including pre-school.
2. Including special education.
3. Not including vocational education.
4. Due to structural changes in education at the third level data are not strictly comparable with those of preceding years.
5. Not including Turkish schools.
6. Universities only.
7. Not including apprenticeship courses.
8. For 1950 education at the first level refers to 7-13 years, and education at the second level to 14-18 years.
9. Including evening and correspondence courses.
10. Not including teacher-training education.
11. Including UNRWA schools.
12. Junior secondary classes are included in the first level of education.

5.B ENROLMENT RATIOS BY AGE (first and second levels)

			5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21+
ARGENTINA - ARGENTINE																			
1960	MF	1st and 2nd - 1er et 2e	0.6	90.9	89.1	90.9	91.6	91.7	86.1	81.5	66.1	50.8	32.7	24.1	19.2	12.7	6.7	-	0.9
		1st level - 1er degré	0.6	90.9	89.1	90.9	91.6	91.7	85.2	75.2	42.6	22.9	5.5	-	-	-	-	-	-
		2nd level - 2e degré général	-	-	-	-	-	-	0.2	2.0	7.2	8.3	7.6	6.3	4.5	2.1	0.9	-	4.0
		2nd level vocational - 2e degré technique	-	-	-	-	-	-	0.6	2.7	10.3	12.7	12.7	10.9	8.4	5.5	3.5	2.3	7.8
		2nd level teacher training - 2e degré normal	-	-	-	-	-	-	0.1	1.6	6.0	6.9	6.9	6.9	6.3	5.1	2.3	1.1	1.7
	M	1st and 2nd - 1er et 2e	0.6	90.4	88.8	89.4	91.0	91.0	85.1	82.1	66.8	50.7	32.8	22.7	17.5	10.0	5.5	-	0.9
		1st level - 1er degré	0.6	90.4	88.8	89.4	91.0	91.0	84.5	75.9	44.1	24.1	6.2	-	-	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	-	0.2	2.5	8.5	9.7	9.2	8.2	6.2	2.8	1.1	-	3.6
		2nd level vocational - 2e degré technique	-	-	-	-	-	-	0.4	3.3	12.6	15.0	15.0	13.1	10.2	6.6	4.1	2.6	6.8
		2nd level teacher training - 2e degré normal	-	-	-	-	-	-	0.02	0.4	1.6	1.9	1.8	1.4	1.1	0.6	0.3	0.2	1.9
	F	1st and 2nd - 1er et 2e	0.6	91.5	89.4	92.4	92.3	92.4	86.6	81.1	65.2	50.9	33.2	24.4	18.5	14.7	5.5	-	0.9
		1st level - 1er degré	0.6	91.5	89.4	92.6	92.3	92.4	86.0	74.5	40.9	21.6	4.9	-	-	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	-	0.1	1.6	5.8	6.8	5.9	4.4	2.8	1.4	0.7	-	4.7
		2nd level vocational - 2e degré technique	-	-	-	-	-	-	0.3	2.1	7.9	10.3	10.3	8.7	6.6	4.2	2.9	2.0	9.2
		2nd level teacher training - 2e degré normal	-	-	-	-	-	-	0.2	2.9	10.6	12.2	12.1	11.3	9.1	4.1	1.9	0.9	1.7
1966	MF	1st and 2nd - 1er et 2e	3.9	92.7	95.5	96.2	97.4	94.6	91.7	85.6	64.3	47.3	31.4	23.3	17.4	10.6	6.4	-	1.3
		1st level - 1er degré	3.9	92.7	95.5	96.2	97.4	94.6	90.5	79.4	42.4	21.4	5.9	1.1	0.4	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	-	0.2	2.3	7.5	8.7	8.1	7.0	5.1	2.6	1.2	-	4.3
		2nd level vocational - 2e degré technique	-	-	-	-	-	-	1.0	3.9	14.4	17.2	17.4	15.2	11.9	8.0	5.2	3.4	9.1
	M	1st and 2nd - 1er et 2e	3.8	99.1	94.3	94.9	96.0	93.0	90.2	86.0	69.9	53.2	35.4	27.3	20.8	12.8	7.5	-	1.2
		1st level - 1er degré	3.8	99.1	94.3	94.9	96.0	93.0	89.2	78.9	44.2	23.0	6.4	1.2	0.4	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	-	0.2	2.8	9.0	10.4	9.6	8.8	6.7	3.3	1.5	-	4.3
		2nd level vocational - 2e degré technique	-	-	-	-	-	-	0.8	4.3	16.7	19.8	19.4	17.3	13.7	9.5	6.0	3.4	7.3
	F	1st and 2nd - 1er et 2e	4.0	54.1	96.9	97.6	99.0	96.3	93.4	84.8	58.5	41.9	27.2	19.2	14.0	8.3	5.3	-	1.4
		1st level - 1er degré	4.3	94.1	96.9	97.6	99.0	96.3	92.0	79.8	40.4	19.7	5.5	1.0	6.5	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	-	0.1	1.7	6.0	6.9	6.4	5.1	3.4	1.8	0.9	-	4.4
		2nd level vocational - 2e degré technique	-	-	-	-	-	-	1.3	3.3	12.1	14.6	15.3	13.1	10.1	6.5	4.4	3.4	11.5
1967	MF	2nd level teacher training - 2e degré normal	-	-	-	-	-	-	0.05	2.3	7.9	8.6	8.8	8.4	6.4	2.7	1.3	0.7	2.0
	M	2nd level teacher training - 2e degré normal	-	-	-	-	-	-	0.02	0.6	2.0	2.3	2.2	2.0	1.5	0.8	0.4	0.2	2.5
	F	2nd level teacher training - 2e degré normal	-	-	-	-	-	-	0.08	4.1	14.0	15.2	15.6	11.6	4.7	2.3	1.2	0.6	1.2
AUSTRALIA - AUSTRALIE																			
1962	MF	1st and 2nd - 1er et 2e	-	100	100	100	100	100	100	99.5	98.6	97.6	74.1	43.5	22.8	-	-	-	-
		1st level - 1er degré	-(1)	100	100	100	100	100	97.4	47.0	8.3	2.0	0.6	0.2	0.06	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	0.02	3.2	52.5	90.2	95.6	73.5	43.3	22.8	-(2)	-	-	-

5.B ENROLMENT RATIOS BY AGE (first and second levels) (continued)

		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21+
AUSTRALIA (continued)																		
1962	M	1st and 2nd - 1er et 2e	-	100	100	100	100	100	100	99.6	97.6	97.7	76.7	48.1	26.9	-	-	-	-
		1st level - 1er degré	-(1)	100	100	100	100	100	98.4	49.5	9.5	2.2	0.7	0.2	0.07	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	0.02	2.9	50.0	88.4	95.5	66.0	47.9	26.8	-(2)	-	-	-
	F	1st and 2nd - 1er et 2e	-	100	100	100	100	100	99.8	99.4	99.3	97.6	71.3	39.2	18.7	-	-	-	-
		1st level - 1er degré	-(1)	100	100	100	100	100	96.2	44.4	7.2	1.8	0.5	0.2	0.05	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	0.03	3.6	55.0	92.1	95.8	70.8	39.0	18.7	-(2)	-	-	-
1969	MF	1st and 2nd - 1er et 2e	-	100	100	100	100	100	100	99.6	99.5	97.1	77.8	50.7	26.8	-	-	-	0.7
		1st level - 1er degré	-	100	100	100	100	100	98.6	44.6	6.7	1.6	0.6	0.2	0.09	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	0.02	2.8	55.0	92.8	95.5	77.2	50.5	26.7	-	-	-	2.0
	M	1st and 2nd - 1er et 2e	-	100	100	100	100	100	100	99.5	98.1	97.2	79.6	54.5	30.8	-	-	-	0.9
		1st level - 1er degré	-	100	100	100	100	100	98.7	47.2	7.7	1.8	0.6	0.2	0.1	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	0.02	2.5	52.3	92.4	95.4	79.0	54.3	30.7	-	-	-	2.7
	F	1st and 2nd - 1er et 2e	-	100	100	100	100	100	100	99.6	98.9	97.1	75.7	46.6	22.6	-	-	-	0.4
		1st level - 1er degré	-	100	100	100	100	100	100	41.9	5.7	1.4	0.5	0.2	0.08	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	0.02	3.2	57.7	93.2	95.7	75.2	46.4	22.5	-	-	-	1.3

1. Age distribution is not available for 206,437 pupils aged of 6 years and below, accounting for 11% of the total enrolment.
2. Age distribution is not available for 14,046 pupils aged 18 years and over, accounting for 1.7% of the total enrolment of general education at the second level.

CEYLON - CEYLAN																		
1967	MF	1st and 2nd - 1er et 2e	33.4	78.8	82.5	85.0	84.0	81.7	77.7	68.4	60.7	52.5	46.9	39.5	30.4	20.0	10.3	5.0	0.3
		1st level - 1er degré	33.4	78.8	82.5	85.0	84.0	81.7	77.4	65.3	44.6	22.9	9.8	2.8	0.7	0.2	-	-	-
		2nd level - 2e degré(1)	-	-	-	-	0.02	0.03	0.3	3.1	16.1	29.6	37.1	36.7	29.7	19.8	10.3	5.0	1.3
	M	1st and 2nd - 1er et 2e	34.9	81.1	85.7	86.8	85.5	84.0	80.2	71.1	63.8	54.9	48.1	40.1	31.7	21.8	11.0	5.5	0.3
		1st level - 1er degré	34.9	81.1	85.7	86.8	85.5	84.0	80.0	68.3	49.8	27.0	12.5	3.6	1.0	0.3	-	-	-
		2nd level - 2e degré(1)	-	-	-	-	0.02	0.03	0.2	2.7	14.0	27.9	35.6	36.5	30.7	21.5	11.0	5.5	1.4
	F	1st and 2nd - 1er et 2e	31.8	76.4	79.3	83.1	82.5	79.5	75.0	65.8	57.5	50.0	45.7	38.8	29.0	18.2	9.6	4.6	0.4
		1st level - 1er degré	31.8	76.4	79.3	83.1	82.5	79.5	74.7	62.3	39.3	18.6	7.0	1.8	0.4	0.1	-	-	-
		2nd level - 2e degré(1)	-	-	-	-	0.03	0.03	0.3	3.5	18.2	31.4	38.7	37.0	28.6	18.1	9.6	4.6	1.3

1. Not including teacher training.

CYPRUS(1) - CHYPRE																		
1968	MF	1st and 2nd - 1er et 2e	12.8	77.3	76.7	82.1	82.5	90.2	77.2	69.2	60.2	52.8	43.7	38.9	34.9	13.8	2.4	-	-
		1st level - 1er degré	12.8	77.3	76.7	82.1	82.5	90.2	76.1	19.1	4.8	2.0	0.7	0.05	-	-	-	-	-
		2nd level - 2e degré	-	-	-	-	-	-	1.1	50.1	55.4	50.8	43.0	38.8	34.9	13.8	2.4	-	-

1. Not including Turkish schools.

5.B ENROLMENT RATIOS BY AGE (first and second levels) (continued)

			5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21+
CYPRUS (continued)																			
1968	M	1st and 2nd - 1er et 2e	13.4	79.6	79.9	84.8	83.8	85.2	73.7	68.2	62.7	54.3	52.2	47.6	40.1	17.4	3.5	-	-
		1st level - 1er degré	13.4	79.6	79.9	84.8	83.8	85.2	72.7	18.6	5.3	2.3	0.7	0.05	-	-	-	-	-
		2nd level - 2e degré	-	-	-	-	-	-	1.0	49.6	57.4	52.0	51.5	47.6	40.1	17.4	3.5	-	-
	F	1st and 2nd - 1er et 2e	12.1	75.0	73.5	79.3	81.2	82.3	81.2	70.5	57.4	51.1	42.6	36.6	29.7	10.2	1.3	-	-
		1st level - 1er degré	12.1	75.0	73.5	79.3	81.2	82.3	80.0	19.8	4.2	1.6	0.8	0.05	-	-	-	-	-
		2nd level - 2e degré	-	-	-	-	-	-	1.2	50.7	53.2	49.5	41.8	36.5	29.7	10.2	1.3	-	-
1969	MF	1st and 2nd - 1er et 2e	18.9	72.2	76.8	73.7	80.4	81.4	84.5	68.5	65.1	56.1	52.2	42.2	37.1	14.1	3.6	-	-
		1st level - 1er degré	18.9	72.2	76.8	73.7	80.4	81.4	83.0	20.8	5.9	1.9	0.3	-	-	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	-	1.5	44.4	53.7	47.8	44.7	36.9	33.6	12.5	3.1	-	-
		2nd level vocational - 2e degré technique	-	-	-	-	-	-	0.02	3.3	5.5	6.4	7.2	5.3	3.5	1.6	0.5	-	-
	M	1st and 2nd - 1er et 2e	19.5	74.7	79.4	76.3	82.2	83.4	81.2	63.6	66.8	56.7	56.8	46.9	42.2	17.9	5.7	-	-
		1st level - 1er degré	19.5	74.7	79.4	76.3	82.2	83.4	79.7	20.2	6.3	2.1	0.2	-	-	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	-	1.5	37.9	51.2	43.8	44.0	37.7	35.9	15.0	4.8	-	-
		2nd level vocational - 2e degré technique	-	-	-	-	-	-	0.03	5.5	9.3	10.8	12.6	9.2	6.3	2.9	0.9	-	-
	F	1st and 2nd - 1er et 2e	18.3	69.6	74.3	71.0	78.6	79.4	88.2	73.9	63.0	55.5	47.6	37.5	31.9	10.3	1.5	-	-
		1st level - 1er degré	18.3	69.6	74.3	71.0	78.6	79.4	86.7	21.5	5.4	1.7	0.4	-	-	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	-	1.5	51.6	56.5	52.5	45.3	36.1	31.2	10.0	1.4	-	-
		2nd level vocational - 2e degré technique	-	-	-	-	-	-	-	0.8	1.1	1.3	1.9	1.4	0.7	0.3	0.05	-	-
FRANCE																			
1960	MF	1st and 2nd - 1er et 2e	30.0	97.7	97.7	98.8	96.1	97.8	97.6	97.8	97.4	58.8	35.0	25.7	18.4	11.1	4.6	-	0.1
		1st level - 1er degré	30.0	97.7	97.7	98.8	96.1	93.0	72.1	58.4	58.1	12.9	0.8	0.1	-	-	-	-	-
		2nd level general - 2e degré général and normal / et normal	-	-	-	-	-	4.8	25.5	39.4	39.3	45.9	36.2	25.6	18.4	11.1	4.6	-	0.5
1961	MF	2nd level vocational - 2e degré technique	-	-	-	-	-	-	-	-	0.5	14.8	21.1	19.2	11.8	6.0	2.4	0.7	1.0
		2nd level teacher training - 2e degré normal	-	-	-	-	-	-	-	-	-	0.02	0.3	0.6	0.9	1.1	1.0	0.6	8.4
	M	2nd level vocational - 2e degré technique	-	-	-	-	-	-	-	-	0.4	14.1	21.4	19.7	12.6	6.6	2.6	0.6	0.7
		2nd level teacher training - 2e degré normal	-	-	-	-	-	-	-	-	-	0.02	0.3	0.6	0.8	0.9	0.8	0.4	7.8
	F	2nd level vocational - 2e degré technique	-	-	-	-	-	-	-	-	0.6	15.5	20.8	18.6	11.1	5.4	2.2	0.8	1.2
		2nd level teacher training - 2e degré normal	-	-	-	-	-	-	-	-	-	0.02	0.3	0.6	1.0	1.2	1.2	0.7	8.9
1966	MF	1st and 2nd - 1er et 2e	13.8	99.6	100	98.7	98.9	97.9	97.9	98.5	95.5	58.8	38.2	27.5	19.0	12.0	6.3	-	-
		1st level - 1er degré	13.8	99.6	100	98.7	98.9	91.6	62.3	41.6	40.6	11.2	1.0	0.2	0.05	0.02	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	6.3	35.6	56.9	54.9	47.6	37.2	27.3	18.9	12.0	6.3	-	-
	M	1st level - 1er degré	13.4	99.4	100	98.5	98.5	91.4	63.5	43.4	42.5	12.4	1.0	0.1	0.02	0.02	-	-	-
	F	1st level - 1er degré	14.3	100	100	99.2	99.4	91.8	61.1	39.7	38.7	9.9	1.1	0.3	0.08	0.02	-	-	-

5.B ENROLMENT RATIOS BY AGE (first and second levels) (continued)

			5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21+
FRANCE (continued)																			
1968	MF	1st and 2nd - 1er et 2e	8.4	98.6	100	98.5	99.5	96.5	97.4	96.8	95.9	86.0	72.2	55.3	39.1	22.9	9.9	2.1	-
		1st level - 1er degré	8.4	98.6	100	98.5	99.5	90.4	57.4	28.6	27.5	9.7	2.1	0.2	0.04	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	6.1	40.0	68.2	68.4	60.7	45.3	25.1	15.9	10.0	3.9	0.8	0.02
		2nd level vocational - 2e degré technique	-	-	-	-	-	-	-	-	0.02	15.6	24.5	29.4	22.4	12.3	5.4	0.9	0.2
		2nd level teacher training - 2e degré normal	-	-	-	-	-	-	-	-	-	0.03	0.2	0.6	0.7	0.6	0.6	0.4	8.3
	M	1st and 2nd - 1er et 2e																	
		1st level - 1er degré	8.0	18.3	100	98.3	99.0	90.2	58.8	30.1	28.9	10.7	2.2	0.2	0.02	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	5.8	38.1	66.1	66.4	70.6	41.3	21.8	13.4	8.4	3.7	0.8	0.02
		2nd level vocational - 2e degré technique	-	-	-	-	-	-	-	-	0.02	15.7	24.5	29.3	22.3	12.6	5.5	1.2	0.1
		2nd level teacher training - 2e degré normal	-	-	-	-	-	-	-	-	-	0.03	0.2	0.5	0.6	0.6	0.5	0.3	8.0
	F	1st and 2nd - 1er et 2e																	
		1st level - 1er degré	8.8	98.9	100	98.8	100	90.7	56.0	27.0	26.1	8.6	2.0	0.2	0.06	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	6.3	41.9	70.3	70.5	63.6	49.6	29.3	18.6	10.8	4.0	0.7	0.02
		2nd level vocational - 2e degré technique	-	-	-	-	-	-	-	-	0.02	15.6	24.4	29.4	22.4	11.9	5.3	0.7	0.2
		2nd level teacher training - 2e degré normal	-	-	-	-	-	-	-	-	-	0.04	0.3	0.6	0.7	0.7	0.6	0.4	8.7
IRAQ - IRAK																			
1960	MF	1st and 2nd - 1er et 2e	-	-	57.4	70.0	60.5	51.2	47.3	43.1	34.6	31.3	27.4	-	-	-	-	-	-
		1st level - 1er degré	-	-	57.4	70.0	60.5	51.2	47.3	39.7	26.9	19.6	13.5	-	-	-	-	-	4.9
		2nd level general - 2e degré général	-	-	-	-	-	-	-	3.4	7.7	11.7	13.8	13.9	11.8	9.4	5.7	-	12.6
	M	1st and 2nd - 1er et 2e	-	-	80.5	94.9	83.3	72.4	68.0	62.8	50.7	46.2	41.9	-	-	-	-	-	-
		1st level - 1er degré	-	-	80.5	94.9	83.3	72.4	68.0	58.0	39.9	20.2	21.6	-	-	-	-	-	6.0
		2nd level general - 2e degré général	-	-	-	-	-	-	-	4.8	10.9	17.0	20.3	20.8	18.4	15.4	9.9	-	14.9
	F	1st and 2nd - 1er et 2e	-	-	34.1	43.9	36.8	29.1	25.6	22.2	17.5	16.0	12.5	-	-	-	-	-	-
		1st level - 1er degré	-	-	34.1	43.9	36.8	29.1	25.6	20.4	13.1	9.7	5.3	-	-	-	-	-	1.7
		2nd level general - 2e degré général	-	-	-	-	-	-	-	1.8	4.4	6.3	7.2	6.4	4.7	3.1	1.3	-	3.4
1967	MF	1st level - 1er degré	-	42.6	56.6	59.1	62.1	-	-	-	-	-	-	-	-	-	-	-	-
	M	1st level - 1er degré	-	56.2	73.9	78.2	84.9	-	-	-	-	-	-	-	-	-	-	-	-
	F	1st level - 1er degré	-	28.4	34.2	35.0	38.3	-	-	-	-	-	-	-	-	-	-	-	-
KOREA, Republic of - CORÉE, République de																			
1965	MF	2nd level vocational - 2e degré technique	-	-	-	-	-	-	-	-	-	0.6	3.3	7.9	8.9	7.3	3.0	0.9	0.6
	M	2nd level vocational - 2e degré technique	-	-	-	-	-	-	-	-	-	0.9	4.6	11.3	13.0	11.3	5.1	1.7	0.8
	F	2nd level vocational - 2e degré technique	-	-	-	-	-	-	-	-	-	0.3	1.7	4.1	4.5	2.9	0.8	0.1	0.1

5.B ENROLMENT RATIOS BY AGE (first and second levels) (continued)

			5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21+
KOREA, Rep. of (continued)																			
1967	MF	1st and 2nd - 1er et 2e	-	86.3	99.1	100	100	100	100	60.8	59.6	50.6	34.8	21.9	13.3	7.8	2.7	-	-
		1st level - 1er degré	-	86.3	99.1	100	100	100	98.6	43.4	15.5	3.6	0.6	-	-	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	-	2.4	17.4	44.1	47.0	34.2	21.9	13.3	7.8	2.7	-	-
	M	1st and 2nd - 1er et 2e	-	89.8	100	98.1	100	100	100	64.7	68.3	60.0	40.4	25.1	14.7	10.1	4.0	-	-
		1st level - 1er degré	-	89.8	100	98.1	100	100	100	44.7	14.8	3.4	0.5	-	-	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	-	2.8	20.0	53.5	56.6	39.9	25.1	14.7	10.1	4.0	-	-
	F	1st and 2nd - 1er et 2e	-	82.6	96.0	100	95.6	95.6	98.3	56.6	50.2	40.5	28.7	18.5	11.8	5.5	1.4	-	-
		1st level - 1er degré	-	82.6	96.0	100	95.6	95.6	96.4	42.0	16.2	3.8	0.6	-	-	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	-	1.9	14.6	34.0	36.7	28.1	18.5	11.8	5.5	1.4	-	-
1968	MF	1st and 2nd - 1er et 2e	-	78.7	95.0	100	100	100	100.4	64.1	57.9	56.5	44.4	33.8	26.7	15.0	5.5	1.4	-
		1st level - 1er degré	-	78.7	95.0	100	100	100	99.3	45.8	14.6	3.2	0.4	-	-	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	-	1.4	18.3	43.3	52.6	39.7	23.5	14.9	7.8	2.4	0.6	-
		2nd level vocational - 2e degré technique	-	-	-	-	-	-	-	-	-	0.7	4.3	10.3	11.8	7.2	3.1	0.8	-
	M	1st and 2nd - 1er et 2e	-	81.2	97.7	100	100	100	100	66.9	65.6	66.6	53.0	40.5	34.4	20.4	8.7	2.5	-
		1st level - 1er degré	-	81.2	97.7	100	100	100	100	46.4	14.3	2.8	0.4	-	-	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	-	2.5	20.5	51.3	62.9	47.1	26.8	17.7	9.4	3.6	1.0	-
		2nd level vocational - 2e degré technique	-	-	-	-	-	-	-	-	-	0.9	5.5	13.7	16.7	11.0	5.1	1.5	-
	F	1st and 2nd - 1er et 2e	-	76.0	92.2	100	100	100	97.6	61.2	49.8	45.8	35.4	26.3	18.2	9.2	1.9	0.2	-
		1st level - 1er degré	-	76.0	92.2	100	100	100	95.7	45.1	14.9	3.6	0.4	-	-	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	-	1.9	16.1	34.9	41.7	31.9	19.8	11.8	6.1	1.1	0.1	-
		2nd level vocational - 2e degré technique	-	-	-	-	-	-	-	-	-	0.5	3.1	6.5	6.4	3.1	0.8	0.1	-
PANAMA																			
1960	MF	1st and 2nd - 1er et 2e	0.08	5.8	77.4	84.1	85.7	89.2	81.8	77.2	64.9	52.7	41.5	32.4	25.5	18.6	11.3	-	2.0
		1st level - 1er degré	0.08	5.8	77.4	84.1	85.7	89.2	81.6	73.4	47.5	28.1	13.1	4.7	1.7	0.8	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	-	0.2	3.8	17.4	24.6	28.4	27.7	23.8	17.8	11.3	-	10.5
	M	1st and 2nd - 1er et 2e	0.1	5.4	76.0	81.9	84.5	87.3	79.2	79.5	66.2	56.1	41.1	32.8	25.8	18.0	12.2	-	2.0
		1st level - 1er degré	0.1	5.4	76.0	81.9	84.5	87.3	79.0	76.1	51.0	33.3	16.0	6.6	2.5	1.0	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	-	0.2	3.4	15.2	22.8	25.1	26.2	23.3	17.0	12.2	-	11.0
	F	1st and 2nd - 1er et 2e	0.05	6.2	78.8	86.6	84.0	91.3	84.6	74.9	63.6	49.3	42.0	32.0	25.2	19.2	10.4	-	2.1
		1st level - 1er degré	0.05	6.2	78.8	86.6	84.0	91.3	84.3	70.6	43.6	22.9	9.9	2.8	0.9	0.6	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	-	0.3	4.3	20.0	26.4	32.1	29.2	24.3	18.6	10.4	-	10.1
1968	MF	1st and 2nd - 1er et 2e	0.2	10.4	80.3	88.5	89.7	88.3	88.5	84.2	74.8	62.8	51.2	40.7	31.2	26.7	16.0	11.0	1.8
		1st level - 1er degré	0.2	10.4	80.3	88.5	89.7	88.3	88.2	78.7	51.0	29.9	15.7	6.5	2.1	1.2	-	-	-
		2nd level general - 2e degré général)	-	-	-	-	-	0.003	0.3	5.5	23.8	32.9	35.5	34.2	29.1	25.5	16.0	11.0	7.9
		2nd level teacher training - 2e degré normal)																	

5.B ENROLMENT RATIOS BY AGE (first and second levels) (continued)

			5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21+
PANAMA (continued)																			
1968	M	1st and 2nd - 1er et 2e	0.2	10.1	79.0	87.2	88.1	89.1	88.6	82.7	78.7	64.9	50.9	41.1	29.9	26.3	15.6	11.7	1.8
		1st level - 1er degré	0.2	10.1	79.0	87.2	88.1	89.1	88.3	78.6	56.4	34.5	19.5	9.0	3.0	1.7	-	-	-
		2nd level general - 2e degré général)	-	-	-	-	-	-	0.3	5.1	22.3	30.4	31.4	32.1	26.9	24.6	15.6	11.7	8.4
		2nd level teacher training - 2e degré normal)																	
	F	1st and 2nd - 1er et 2e	0.2	10.8	81.6	89.9	92.0	87.9	88.5	85.2	81.5	60.8	51.2	40.0	32.4	27.0	16.3	10.2	1.8
		1st level - 1er degré	0.2	10.8	81.6	89.9	92.0	87.9	88.2	79.3	46.0	25.3	11.5	4.0	1.0	0.7	-	-	-
		2nd level general - 2e degré général)	-	-	-	-	-	-	0.3	5.9	25.5	35.5	39.7	36.0	31.4	26.3	16.3	10.2	7.4
		2nd level teacher training - 2e degré normal)																	
POLAND - POLOGNE																			
1967	MF	1st and 2nd - 1er et 2e	-	2.1	95.1	100	100	100	100	100	98.4	96.6	41.0	28.2	19.0	7.0	3.8	-	-
		1st level - 1er degré	-	2.1	95.1	100	100	100	100	100	98.4	95.7	28.3	12.2	2.7	1.3	0.8	-	-
		2nd level general - 2e degré général	-	-	-	-	-	-	-	-	-	0.9	12.7	16.0	16.3	5.7	3.0	-	-
	M	1st and 2nd - 1er et 2e	-	1.9	94.7	100	100	100	100	100	98.3	96.6	42.0	26.2	13.7	5.4	3.0	-	-
		1st level - 1er degré	-	1.9	94.7	100	100	100	100	100	98.3	96.0	34.9	16.9	4.2	2.2	1.4	-	-
		2nd level general - 2e degré général	-	-	-	-	-	-	-	-	-	0.6	7.1	9.3	9.5	3.2	1.6	-	-
	F	1st and 2nd - 1er et 2e	-	2.3	95.1	100	100	100	100	100	98.5	96.5	40.1	30.4	24.4	8.6	4.6	-	-
		1st level - 1er degré	-	2.3	95.1	100	100	100	100	100	98.5	95.3	21.5	7.3	1.2	0.4	0.1	-	-
		2nd level general - 2e degré général	-	-	-	-	-	-	-	-	-	1.2	18.6	23.1	23.2	8.6	4.5	-	-
1968	MF	1st and 2nd - 1er et 2e	-	4.1	94.8	99.2	100	100	100	99.5	100	96.9	60.7	42.4	35.6	26.2	-	-	3.7
		1st level - 1er degré	-	4.1	94.8	99.2	100	100	100	99.5	100	95.1	28.3	13.3	2.6	0.8	-	-	0.3
		2nd level general - 2e degré général	-	-	-	-	-	-	-	-	-	1.0	15.8	13.5	15.3	5.6	-	-	23.5
		2nd level vocational - 2e degré technique	-	-	-	-	-	-	-	-	-	0.8	16.6	15.6	17.7	19.8	17.2	9.4	25.8
	M	1st and 2nd - 1er et 2e	-	3.9	94.6	98.6	100	100	100	99.6	100	-	-	-	-	-	-	-	3.4
		1st level - 1er degré	-	3.9	94.6	98.6	100	100	100	99.6	100	95.2	35.5	18.3	3.5	1.0	-	-	0.4
		2nd level general - 2e degré général	-	-	-	-	-	-	-	-	-	0.7	8.8	7.5	8.6	3.1	-	-	24.4
		2nd level vocational - 2e degré technique	-	-	-	-	-	-	-	-	-	0.7	13.7	13.3	17.0	18.6	15.6	9.1	29.8
	F	1st and 2nd - 1er et 2e	-	4.4	94.9	99.7	100	100	100	99.3	100	-	-	-	-	-	-	-	3.9
		1st level - 1er degré	-	4.4	94.9	99.7	100	100	100	99.3	100	95.1	20.7	8.1	1.6	0.5	-	-	0.2
		2nd level general - 2e degré général	-	-	-	-	-	-	-	-	-	1.3	25.1	19.6	22.3	8.2	-	-	23.1
		2nd level vocational - 2e degré technique	-	-	-	-	-	-	-	-	-	1.0	20.0	17.9	18.4	20.9	18.9	9.6	21.7
SYRIA - SYRIE																			
1967	MF	1st and 2nd - 1er et 2e	3.6	60.1	75.1	73.1	74.3	67.3	62.7	50.5	39.9	34.3	26.7	22.8	21.0	15.5	10.7	-	-
		1st level - 1er degré	3.6	60.1	75.1	73.1	74.3	67.1	61.2	39.6	18.0	6.3	0.5	0.1	0.03	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	0.2	1.5	10.9	21.9	28.0	26.2	22.7	21.0	15.5	10.7	-	-

5.B ENROLMENT RATIOS BY AGE (first and second levels) (continued)

			5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21+
SYRIA (continued)																			
1967	M	1st and 2nd - 1er et 2e	4.2	74.4	93.6	93.6	96.9	89.6	84.9	70.7	57.8	51.0	39.0	33.8	32.8	24.6	17.6	-	-
		1st level - 1er degré	4.2	74.4	93.6	93.6	96.9	89.3	82.8	55.5	26.6	9.7	0.8	0.1	0.1	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	0.3	2.1	15.2	31.2	41.2	38.2	33.7	32.7	24.6	17.6	-	-
	F	1st and 2nd - 1er et 2e	3.0	45.1	55.4	51.8	50.3	43.3	38.8	29.1	21.0	16.9	13.4	11.0	8.6	5.8	3.6	-	-
		1st level - 1er degré	3.0	45.1	55.4	51.8	50.3	43.2	38.0	22.7	9.0	2.8	0.2	0.04	0.01	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	0.1	0.8	6.4	12.0	14.1	13.2	11.0	8.6	5.8	3.6	-	-
1968[1]	MF	1st and 2nd - 1er et 2e	0.2	66.1	67.8	75.3	69.7	70.2	60.5	52.3	40.9	30.6	23.7	19.8	18.2	17.0	12.2	8.2	-
		1st level - 1er degré	0.2	66.1	67.8	75.3	69.7	70.0	58.8	36.6	18.3	6.4	0.4	0.06	-	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	0.2	1.7	15.7	22.6	24.1	23.1	19.1	16.9	14.9	9.8	5.8	2.8
		2nd level vocational - 2e degré technique	-	-	-	-	-	-	-	-	-	0.02	0.2	0.6	1.0	1.2	1.6	1.6	13.7
		2nd level teacher training - 2e degré normal	-	-	-	-	-	-	-	-	-	-	0.002	0.06	0.3	0.9	0.8	0.8	14.7
	M	1st and 2nd - 1er et 2e	0.4	81.4	84.4	95.4	89.1	92.7	82.7	75.8	58.3	44.1	34.4	28.5	26.7	25.9	19.5	13.1	-
		1st level - 1er degré	0.4	81.4	84.4	95.4	89.1	92.4	80.2	54.2	26.8	9.9	0.6	0.1	-	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	0.3	2.5	21.6	31.5	34.2	33.5	27.3	24.7	22.8	15.9	9.4	3.5
		2nd level vocational - 2e degré technique	-	-	-	-	-	-	-	-	-	0.02	0.3	1.0	1.7	2.0	2.7	2.7	14.8
		2nd level teacher training - 2e degré normal	-	-	-	-	-	-	-	-	-	-	0.005	0.06	0.3	1.1	0.9	1.0	15.6
	F	1st and 2nd - 1er et 2e	0.1	50.1	50.4	54.3	49.1	46.3	36.9	31.4	22.2	16.1	12.1	10.7	9.1	7.4	4.4	2.7	-
		1st level - 1er degré	0.1	50.1	50.4	54.3	49.1	46.2	36.1	22.0	9.2	2.8	0.1	0.01	-	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	0.1	0.8	9.4	13.0	13.3	11.9	10.4	8.5	6.3	3.3	1.8	0.5
		2nd level vocational - 2e degré technique	-	-	-	-	-	-	-	-	-	0.01	0.1	0.2	0.3	0.4	0.5	0.4	7.4
		2nd level teacher training - 2e degré normal	-	-	-	-	-	-	-	-	-	-	0.002	0.06	0.3	0.7	0.6	0.5	13.2

1. Public only.

TURKEY - TURQUIE

1967	MF	2nd level general - 2e degré général	-	-	-	-	-	-	2.4	14.3	20.4	19.7	17.3	15.2	12.5	10.9	7.3	-	5.4
		2nd level vocational - 2e degré technique	-	-	-	-	-	-	0.1	0.9	1.4	1.6	1.9	2.5	2.8	3.1	2.5	-	17.3
	M	2nd level general - 2e degré général	-	-	-	-	-	-	3.2	19.1	27.6	27.0	23.5	20.6	16.8	15.1	10.7	-	6.3
		2nd level vocational - 2e degré technique	-	-	-	-	-	-	0.1	0.9	1.6	1.9	2.4	3.4	3.8	4.5	3.8	-	20.6
	F	2nd level general 2e degré général	-	-	-	-	-	-	1.5	9.3	12.6	11.9	10.3	8.9	7.7	6.3	3.5	-	3.2
		2nd level vocational - 2e degré technique	-	-	-	-	-	-	0.1	8.6	1.3	1.3	1.3	1.5	1.6	1.6	0.1	-	8.8

United Kingdom of Great Britain and Northern Ireland

HONG KONG

1967	MF	1st and 2nd - 1er et 2e	21.2	62.2	91.2	92.5	98.4	96.3	92.4	86.9	71.0	57.6	56.9	40.1	34.2	24.4	13.6	-	-
		1st level - 1er degré	21.2	62.2	91.2	92.5	98.4	96.0	89.3	70.1	36.3	14.6	12.0	-	-	-	-	-	-
		2nd level - 2e degré	-	-	-	-	-	0.3	3.1	16.8	34.7	43.0	44.9	40.1	34.2	24.4	13.6	-	-

5.B ENROLMENT RATIOS BY AGE (first and second levels) (continued)

			5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21+
HONG KONG (continued)																			
1967	M	1st and 2nd - 1er et 2e	22.1	63.3	90.7	92.2	99.1	97.5	94.5	92.7	75.8	62.1	60.3	42.8	36.7	28.0	15.8	-	-
		1st level - 1er degré	22.1	63.3	90.7	92.2	99.1	97.1	91.0	73.7	38.4	15.4	11.7	-	-	-	-	-	-
		2nd level - 2e degré	-	-	-	-	-	0.4	3.5	19.0	37.4	46.7	48.6	42.8	36.7	28.0	15.8	-	-
	F	1st and 2nd - 1er et 2e	20.5	61.1	92.0	92.8	97.8	95.0	90.1	80.6	64.2	53.9	54.6	37.1	31.3	21.2	10.6	-	-
		1st level - 1er degré	20.5	61.1	92.0	92.8	97.8	94.8	87.5	66.3	33.4	14.0	12.5	-	-	-	-	-	-
		2nd level - 2e degré	-	-	-	-	-	0.2	2.6	14.3	30.8	39.9	42.1	37.1	31.3	21.2	10.6	-	-
1968	MF	1st and 2nd - 1er et 2e	23.1	69.2	93.1	99.2	95.8	98.9	97.0	88.6	73.3	58.9	-	-	-	-	-	-	-
		1st level - 1er degré	23.1	69.2	93.1	99.2	95.8	98.9	92.1	70.3	36.9	13.7	-	-	-	-	-	-	1.3
		2nd level general - 2e degré général	-	-	-	-	-	-	4.8	17.5	34.3	42.4	41.9	39.8	33.9	25.7	13.9	6.9	2.0
		2nd level vocational - 2e degré technique	-	-	-	-	-	-	0.09	0.8	2.1	2.8	2.5	2.2	1.7	1.1	0.6	0.2	0.7
	M	1st and 2nd - 1er et 2e	24.1	69.8	92.9	99.1	96.2	99.3	99.4	93.2	80.0	64.5	-	-	-	-	-	-	-
		1st level - 1er degré	24.1	69.8	92.9	99.1	96.2	99.3	94.2	73.2	39.9	14.8	-	-	-	-	-	-	1.3
		2nd level general - 2e degré général	-	-	-	-	-	-	5.1	19.0	37.3	45.9	44.5	41.7	36.6	26.5	16.4	2.5	2.5
		2nd level vocational - 2e degré technique	-	-	-	-	-	-	0.1	1.0	2.8	3.8	3.3	2.8	1.9	0.3	0.04	-	-
	F	1st and 2nd - 1er et 2e	21.9	68.6	93.4	99.4	95.3	98.6	94.5	83.3	65.9	53.0	-	-	-	-	-	-	-
		1st level - 1er degré	21.9	68.6	93.4	99.4	95.3	98.6	89.9	67.0	33.6	12.6	-	-	-	-	-	-	1.4
		2nd level general - 2e degré général	-	-	-	-	-	-	4.5	15.8	31.1	38.6	39.2	37.6	30.8	20.6	11.0	-	1.5
		2nd level vocational - 2e degré technique	-	-	-	-	-	-	0.06	0.5	1.2	1.8	1.7	1.4	1.4	1.3	1.0	-	2.0
United Kingdom of Great Britain and Northern Ireland																			
SCOTLAND - ECOSSE																			
1960	MF	1st and 2nd - 1er et 2e	84.4	97.5	98.1	98.4	95.0	95.3	93.4	92.8	92.1	100	25.8	16.9	10.8	2.5	-	-	-
		1st level - 1er degré	84.4	97.5	98.1	98.4	95.0	95.3	90.7	24.3	0.3	-	-	-	-	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	0.01	2.7	68.5	91.8	100	25.8	16.9	10.8	2.5	-	-	-
1967	MF	1st and 2nd - 1er et 2e	83.6	96.2	98.3	94.9	96.6	99.1	97.0	98.2	97.5	96.9	49.2	26.7	15.5	2.8	0.2	-	-
		1st level - 1er degré	83.6	96.2	98.3	94.9	96.6	99.1	94.2	18.7	0.1	-	-	-	-	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	-	2.8	79.5	97.4	96.9	49.2	26.7	15.5	2.8	0.2	-	-
	M	1st and 2nd - 1er et 2e	83.0	96.5	97.8	94.6	95.9	98.7	96.1	98.0	96.7	96.4	47.8	27.5	17.1	3.8	0.3	-	-
		1st level - 1er degré	83.0	96.5	97.8	94.6	95.9	98.7	93.6	19.8	0.1	-	-	-	-	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	-	2.5	78.2	96.6	96.4	47.8	27.5	17.1	3.8	0.3	-	-
	F	1st and 2nd - 1er et 2e	84.2	95.8	98.9	95.1	97.4	99.5	98.0	98.7	98.6	97.6	50.8	26.0	13.8	1.8	0.1	-	-
		1st level - 1er degré	84.2	95.8	98.9	95.1	97.4	99.5	94.9	17.7	0.1	-	-	-	-	-	-	-	-
		2nd level general - 2e degré général	-	-	-	-	-	-	3.1	81.0	98.5	97.6	50.8	26.0	13.8	1.8	0.1	-	-

5.B ENROLMENT RATIOS BY AGE (first and second levels) (continued)

	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21+
URUGUAY																	
1964[1] MF 1st level - 1er degré	-	40.1	69.5	73.9	77.4	76.7	72.8	64.3	42.9	-	-	-	-	-	-	-	4.5
1968[1] MF 1st level - 1er degré	-	38.6	68.0	73.5	78.6	77.5	77.1	73.8	47.4	-	-	-	-	-	-	-	5.6
M 1st level - 1er degré	-	39.5	68.9	75.4	81.8	77.5	77.1	76.1	50.8	-	-	-	-	-	-	-	6.1
F 1st level - 1er degré	-	37.6	67.1	71.5	75.3	77.5	77.0	71.3	43.8	-	-	-	-	-	-	-	5.0

1. Public only.

6.A REPETITION RATES. FIRST LEVEL (based on 1,000)

Country	Year	MF									F								
		Grades									Grades								
		1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Argentina	1965	240	142	114	98	67	46	18			222	125	102	86	58	40	15		
	1966	244	139	113	92	64	44	17			225	123	100	79	53	37	14		
Czechoslovakia	1965	48	38	37	45	44	73	60	40	3									
	1966	48	38	37	44	40	68	56	34	2									
	1967	49	40	39	44	42	70	54	30	2									
Hungary	1966	68	54	41	33	60	44	31	5										
	1967	88	53	42	34	59	43	28	5										
Iraq	1967	220	184	173	216	351	224				208	186	179	242	343	179			
Panama	1965	266	205	208	163	142	58				242	175	188	145	118	50			
	1966	272	201	192	156	128	50				248	172	177	137	110	50			
Poland	1965	37	44	45	59	87	78	41											
Senegal	1966	162	158	165	186	198	454												
	1967	133	133	132	140	180	337												
Syria	1965	133	113	109	97	108	158				136	129	114	101	106	112			
	1966	127	108	107	95	103	153				128	112	109	98	96	91			
	1967	147	124	125	121	125	185				152	130	132	128	128	123			
Turkey(1)	1965	24	29	288	185	48					32	42	303	189	50				
Uruguay (Public only)	1965	357	231	213	189	159	77												
	1967	312	221	177	158	135	66												

1. As from 1965, only pupils who have been absent during the year will be allowed to repeat the year.

6.B DROP OUT RATES. FIRST LEVEL (based on 1,000)

Country	Year	MF									F								
		Grades									Grades								
		1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Argentina	1965	63	63	66	72	76	71	-			109	53	60	64	65	57	-		
	1966	51	38	53	75	87	77	-			43	30	51	69	78	68	-		
Czechoslovakia	1965	15	8	7	8	8	21	48	96	-									
	1966	16	8	8	8	11	23	52	99	-									
	1967	15	9	5	9	8	25	51	91	-									
Hungary	1965	32	8	8	3	16	21	31	-										
	1966	36	8	6	4	17	20	28	-										
Iraq	1967	75	41	12	29	50	-				97	59	66	73	106	-			
Panama	1965	74	41	57	78	43	-				69	48	49	73	48	-			
	1966	64	57	87	66	49	-				59	55	97	66	50	-			
Poland	1965	6	6	4	1	6	7	-											
Senegal	1966	20	64	51	22	29	-												
	1967	75	54	46	56	-7	-												
Syria	1965	64	29	46	68	78	-				82	25	62	99	149	-			
	1966	61	37	53	71	97	-				80	38	80	107	157	-			
	1967	48	20	41	59	86	-				54	28	47	83	138	-			
Turkey	1965	23	133	32	25	-					39	151	50	38	-				
Uruguay (Public only)	1965	53	27	54	98	63	-												
	1967	3	4	30	51	57	-												

6.C PROMOTION RATES. FIRST LEVEL (based on 1,000)

Country	Year	MF									F								
		Grades									Grades								
		1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Argentina	1965	697	795	820	830	857	883	982			669	822	838	850	877	903	985		
	1966	705	823	834	833	849	879	983			732	847	849	852	869	894	986		
Czechoslovakia	1965	937	954	956	947	948	906	892	864	997									
	1966	936	954	955	948	949	909	892	867	998									
	1967	936	951	956	947	950	905	895	868	998									
Hungary	1965	880	938	951	964	924	935	938	995										
	1966	876	939	952	962	924	937	944	995										
Iraq	1967	705	775	815	755	599	776				695	754	755	685	551	821			
Panama	1965	660	754	735	759	815	942				689	777	763	782	834	950			
	1966	664	742	721	778	823	944				693	773	726	797	840	950			
Poland	1965	957	950	951	940	907	915	959											
Senegal	1966	818	778	784	792	773	546												
	1967	792	813	823	804	827	663												
Syria	1965	803	858	845	835	814	842				782	895	824	800	745	888			
	1966	812	855	840	834	800	847				792	830	811	795	747	909			
	1967	805	856	834	820	789	815				794	841	821	789	734	877			
Turkey	1965	953	838	680	790	952					929	807	647	773	950				
Uruguay (Public only)	1965	590	747	751	734	792	923												
	1967	685	775	793	791	808	934												

7.A THIRD LEVEL EDUCATION. TOTAL ENROLMENT BY SEX

Country	1965			1966			1967			1968			1969		
	Total	Female	%F	Total	Female	%F	Total	Female	%F	Total	Female	%F	Total	Female	%F
Argentina	246 680	96 681	39	247 800	97 811	39	264 048	104 528	40	265 303	109 509	41	271 496	113 033	42
Australia	131 703	33 554	34	145 000	43 000	30	153 000	45 000	29	[1]164 528	[1]48 917	[1]30	-	-	-
Byelorussian SSR[2]	103 994	48 759	47	115 910	55 447	48	124 763	-	-	131 481	-	-	137 331	-	-
Ceylon[6]	14 367	4 579	32	14 466	5 329	37	14 287	5 759	40	12 686	5 407	43	11 859	5 024	42
Cyprus[3]	288	119	41	353	235	67	339	206	61	446	226	51	580	281	48
Czechoslovakia	144 990	55 329	38	142 373	54 596	38	137 497	51 900	38	137 654	51 814	38	133 524	50 222	38
France[4]	413 756	167 810	41	458 409	198 693	43	509 898	221 447	43	587 296	-	-	615 326	-	-
Hungary	51 002	21 611	42	52 327	22 656	43	52 407	23 097	44	52 061	23 266	45	53 237	23 689	44
Iraq	28 377	7 625	27	33 324	8 427	25	35 331	8 308	24	41 189	9 877	24	36 736	8 116	22
Korea, Rep. of	141 636	35 361	25	175 349	-	-	170 941	42 853	25	172 410	44 086	26	186 675	45 580	24
Panama	7 247	3 369	46	8 113	3 813	47	9 265	4 436	48	10 063	-	-	7 252	3 294	45
Poland[2]	251 864	94 400	37	274 471	105 226	38	288 788	114 048	39	305 561	124 324	41	322 464	135 508	42
Senegal	2 790	490	18	3 338	531	16	3 971	685	17	2 965	486	16	-	-	-
Syria	32 653	5 486	17	32 127	5 416	17	33 027	5 727	17	35 005	5 932	17	37 540	6 481	17
Turkey	97 331	20 382	21	111 791	23 478	21	125 647	24 515	20	143 279	26 787	19	160 334	29 803	19
Ukrainian SSR[2]	690 031	295 753	43	739 083	323 718	44	766 850	340 480	44	792 182	358 858	45	804 100	-	-
United Kingdom Scotland	49 728	19 384	39	52 330	20 735	40	57 019	22 412	39	59 815	23 396	39	59 790	24 362	41
Uruguay	17 087	-	-	-	-	-	-	-	-	[5]18 650	[5]7 530	[5]40	-	-	-
U.S.S.R.[2]	3 860 540	1 715 700	44	4 123 200	1 855 400	45	4 310 900	1 983 000	46	4 469 700	2 100 800	47	4 549 600	-	-
United Kingdom territories															
Hong Kong	10 684	4 173	39	11 343	4 338	38	11 230	4 280	38	14 150	5 326	38	19 874	6 193	31
Gilbert & Ellice Islands	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Solomon Islands	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Notes:
1. Due to structural changes in education at the third level data are not strictly comparable with those of preceding years.
2. Including evening and correspondence courses.
3. Not including Turkish schools.
4. Public universities only.
5. Not including higher teacher training.
6. Universities only.

7.B THIRD LEVEL EDUCATION. TOTAL ENROLMENT BY TYPE OF INSTITUTIONS AND BY SEX

Country	Year	Total			Universities and equivalent degree-granting institutions			Non-university teacher training			Other non-university institutions		
		Total	Female	%F	Total	Female	%F	Total	Female	%F	Total	Female	%F
Argentina	1965	246 680	96 681	39	222 194	76 785	35	17 865	15 205	85	6 621	4 691	71
	1966	247 800	97 811	39	221 015	76 121	34	19 001	16 530	87	7 784	5 160	66
	1967	264 048	104 528	40	237 256	82 429	35	19 536	16 830	84	7 256	5 269	73
	1968	265 303	109 509	41	234 402	83 470	36	23 480	20 367	87	7 421	5 672	76
	1969	271 496	113 033	42	238 015	84 816	36	26 955	23 355	87	6 526	4 862	75
Australia	1965	131 703	33 554	34	83 320	22 035	26	15 919	11 519	72	32 464	-	-
	1966	145 000	43 000	30	91 291	24 969	27	16 300	11 800	73	37 500	6 500	9
	1967	153 000	45 000	29	95 380	26 401	28	16 500	11 900	72	41 400	6 900	17
	1968[1]	154 528	48 917	30	101 537	29 069	29	16 298	12 448	76	46 693	7 402	16
	1969	-	-	-	-	-	-	-	-	-	-	-	-
Byelorussian SSR[2]	1965	103 994	48 759	47	-	-	-	-	-	-	-	-	-
	1966	115 910	55 447	48	-	-	-	-	-	-	-	-	-
	1967	124 763	-	-	-	-	-	-	-	-	-	-	-
	1968	131 481	-	-	-	-	-	-	-	-	-	-	-
	1969	137 331	-	-	-	-	-	-	-	-	-	-	-
Ceylon	1965	14 367	4 579	32	14 367	4 579	32	-	-	-	-	-	-
	1966	14 466	5 329	37	14 466	5 329	37	-	-	-	-	-	-
	1967	14 287	5 759	40	14 287	5 759	40	-	-	-	-	-	-
	1968	12 686	5 407	43	12 686	5 407	43	-	-	-	-	-	-
	1969	11 859	5 204	42	11 859	5 024	42	-	-	-	-	-	-
Cyprus[3]	1965	288	119	41	-	-	-	96	33	34	192	86	45
	1966	353	235	67	-	-	-	91	42	46	262	193	74
	1967	339	206	61	-	-	-	154	89	58	185	117	63
	1968	446	226	51	-	-	-	173	111	64	273	115	42
	1969	580	281	48	-	-	-	210	119	57	370	162	44
Czechoslovakia	1965	144 990	55 329	38	144 990	55 329	38	-	-	-	-	-	-
	1966	142 393	54 596	38	142 373	54 596	38	-	-	-	-	-	-
	1967	137 497	51 900	38	137 497	51 900	38	-	-	-	-	-	-
	1968	137 654	51 814	38	137 654	51 814	38	-	-	-	-	-	-
	1969	133 524	50 222	38	133 524	50 222	38	-	-	-	-	-	-

7.B THIRD LEVEL EDUCATION. TOTAL ENROLMENT BY TYPE OF INSTITUTIONS AND BY SEX (continued)

Country	Year	Total			Universities and equivalent degree-granting institutions			Non-university teacher training			Other non-university institutions		
		Total	Female	%F	Total	Female	%F	Total	Female	%F	Total	Female	%F
France[4]	1965	-	-	-	413 756	167 810	41	8 822	4 676	53	113 862	31 857	28
	1966	-	-	-	458 409	198 693	43	7 033	3 540	50	114 464	-	-
	1967	-	-	-	509 898	221 447	38	6 909	-	-	148 651	-	-
	1968	-	-	-	587 296	-	-	7 018	-	-	144 854	-	-
	1969	-	-	-	615 326	-	-	-	-	-	-	-	-
Hungary	1965	51 002	21 611	42	40 295	17 503	43	2 656	2 390	90	8 051	1 718	21
	1966	52 327	22 656	43	40 577	18 181	45	2 607	2 352	90	9 143	2 123	23
	1967	52 407	23 097	44	39 642	18 102	46	2 631	2 406	91	10 134	2 589	26
	1968	52 061	23 266	45	38 923	17 890	46	2 758	2 533	92	10 380	2 843	27
	1969	53 237	23 689	44	38 674	17 776	46	2 760	2 583	94	11 803	3 330	28
Iraq	1965	28 377	7 625	27	28 377	7 625	27	-	-	-	-	-	-
	1966	33 324	8 427	25	33 324	8 427	25	-	-	-	-	-	-
	1967	35 331	8 308	24	35 331	8 308	24	-	-	-	-	-	-
	1968	41 189	9 877	24	41 189	9 877	24	-	-	-	-	-	-
	1969	36 736	8 116	22	36 736	8 116	22	-	-	-	-	-	-
Korea, Rep. of	1965	141 636	35 361	25	109 485	24 062	22	5 920	2 491	42	26 231	8 808	34
	1966	175 349	-	-	136 054	30 129	22	8 077	2 908	36	31 218	-	-
	1967	170 941	42 853	25	128 909	29 994	23	8 818	3 318	38	33 214	9 541	29
	1968	172 410	44 086	26	129 151	29 931	23	9 602	4 522	47	33 657	9 633	29
	1969	186 675	45 580	24	139 085	30 609	22	11 038	5 687	52	36 552	9 284	25
Panama	1965	7 247	3 369	46	7 091	3 213	45	-	-	-	156	156	100
	1966	8 113	3 813	47	7 964	3 664	46	-	-	-	149	149	100
	1967	9 265	4 436	48	9 156	4 327	47	-	-	-	109	109	100
	1968	10 063	-	-	10 003	-	-	-	-	-	60	60	100
	1969	7 252	3 294	45	7 252	3 294	45	-	-	-	-	-	-
Poland[2]	1965	251 864	94 400	37	251 864	94 400	37	-	-	-	-	-	-
	1966	274 471	105 226	38	274 471	105 226	38	-	-	-	-	-	-
	1967	288 788	114 048	39	288 788	114 048	39	-	-	-	-	-	-
	1968	305 561	124 324	41	305 561	124 324	41	-	-	-	-	-	-
	1969	322 464	135 508	42	322 464	135 508	42	-	-	-	-	-	-

7.B THIRD LEVEL EDUCATION. TOTAL ENROLMENT BY TYPE OF INSTITUTIONS AND BY SEX (continued)

Country	Year	Total			Universities and equivalent degree-granting institutions			Non-university teacher training			Other non-university institutions		
		Total	Female	%F	Total	Female	%F	Total	Female	%F	Total	Female	%F
Senegal	1965	2 790	490	18	2 655	483	18	100	7	7	35	-	-
	1966	3 338	531	16	3 139	524	17	124	7	6	75	-	-
	1967	3 971	685	17	3 826	666	17	145	19	13	-	-	-
	1968	2 965	486	16	2 784	450	16	181	36	20	-	-	-
	1969	-	-	-	-	-	-	-	-	-	-	-	-
Syria	1965	32 653	5 486	17	32 653	5 486	17	-	-	-	-	-	-
	1966	32 127	5 416	17	32 127	5 416	17	-	-	-	-	-	-
	1967	33 027	5 727	17	33 027	5 727	17	-	-	-	-	-	-
	1968	35 005	5 932	17	35 005	5 932	17	-	-	-	-	-	-
	1969	37 540	6 481	17	37 540	6 481	17	-	-	-	-	-	-
Turkey	1965	97 331	20 382	21	55 583	13 641	24	[5]	[5]	[5]	41 748[5]	6 741[5]	16[5]
	1966	111 791	23 478	21	60 023	14 874	25	[5]	[5]	[5]	51 768[5]	8 604[5]	17[5]
	1967	125 647	24 415	20	63 235	14 906	24	5 243	1 943	38	57 169	7 666	13
	1968	143 279	26 787	19	67 764	15 291	23	5 244	1 954	37	70 271	9 542	14
	1969	160 334	29 803	19	75 522	16 226	21	6 011	2 329	39	78 801	11 248	14
Ukrainian SSR[2]	1965	690 031	295 753	43	-	-	-	-	-	-	-	-	-
	1966	739 083	323 718	44	-	-	-	-	-	-	-	-	-
	1967	766 850	340 480	44	-	-	-	-	-	-	-	-	-
	1968	792 182	358 858	45	-	-	-	-	-	-	-	-	-
	1969	804 100	-	-	-	-	-	-	-	-	-	-	-
United Kingdom Scotland	1965	49 728	19 384	39	30 363	8 924	29	8 468	7 461	88	10 897	2 999	28
	1966	52 330	20 735	40	32 521	9 688	30	9 163	8 009	87	10 646	3 038	29
	1967	57 019	22 412	39	35 837	10 767	30	10 242	8 719	85	10 940	2 926	27
	1968	59 815	23 396	39	37 994	11 276	30	11 120	9 242	83	10 701	2 378	27
	1969	59 790	24 362	41	39 755	11 909	30	12 037	9 822	82	7 998	2 631	33
Uruguay	1965	17 087	-	-	16 500	-	-	587	486	83	-	-	-
	1966	-	-	-	-	-	-	-	-	-	-	-	-
	1967	-	-	-	-	-	-	-	-	-	-	-	-
	1968	-	-	-	-	-	-	-	-	-	-	-	-
	1969	18 650	7 530	40	18 650	7 530	40	-	-	-	-	-	-

7.B THIRD LEVEL EDUCATION. TOTAL ENROLMENT BY TYPE OF INSTITUTIONS AND BY SEX (continued)

Country	Year	Total			Universities and equivalent degree-granting institutions			Non-university teacher training			Other non-university institutions		
		Total	Female	%F	Total	Female	%F	Total	Female	%F	Total	Female	%F
U.S.S.R.[2]	1965	3 860 540	1 715 700	44	-	-	-	-	-	-	-	-	-
	1966	4 123 200	1 855 400	45	-	-	-	-	-	-	-	-	-
	1967	4 310 900	1 983 000	46	-	-	-	-	-	-	-	-	-
	1968	4 469 700	2 100 800	47	-	-	-	-	-	-	-	-	-
	1969	4 549 600	-	-	-	-	-	-	-	-	-	-	-
United Kingdom territories Hong Kong	1965	10 684	4 173	39	4 102	1 460	36	2 107	1 438	68	4 475	1 275	28
	1966	11 343	4 338	38	4 333	1 551	36	2 143	1 452	68	4 867	1 335	27
	1967	11 230	4 280	38	4 544	1 599	36	2 068	1 402	68	4 618	1 279	28
	1968	14 150	5 326	38	4 890	1 640	34	2 065	1 430	69	7 195	2 256	31
	1969	19 874	6 193	31	5 286	1 762	33	2 095	1 421	68	12 493	3 010	24
Gilbert & Ellice Islands	1965	-	-	-	-	-	-	-	-	-	-	-	-
	1966	-	-	-	-	-	-	-	-	-	-	-	-
	1967	-	-	-	-	-	-	-	-	-	-	-	-
	1968	-	-	-	-	-	-	-	-	-	-	-	-
	1969	-	-	-	-	-	-	-	-	-	-	-	-
Solomon Islands	1965	-	-	-	-	-	-	-	-	-	-	-	-
	1966	-	-	-	-	-	-	-	-	-	-	-	-
	1967	-	-	-	-	-	-	-	-	-	-	-	-
	1968	-	-	-	-	-	-	-	-	-	-	-	-
	1969	-	-	-	-	-	-	-	-	-	-	-	-

Notes:
1. Due to structural changes in education at the third level data are not strictly comparable with those of preceding years.
2. Including evening and correspondence courses.
3. Not including Turkish schools.
4. Data for non-university institutions refer to the student enrolment in the "Grandes Ecoles, les classes préparatoires aux Grandes Ecoles et les sections de techniciens supérieurs". Many of these students being at the same time enrolled in universities, it is, therefore, not possible to present a total covering the three types of institutions.
5. Non-university teacher training is included with other non-university institutions.